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A Follow-Up Study of Butler University Students who Prepared to Teach in the Secondary Schools

Benjamin Moulton

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A FOLLOW-UP STUDY OF BUTLER UNIVERSITY STUDENTS
WHO PREPARED TO TEACH IN THE SECONDARY SCHOOLS

by

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A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science.
College of Education

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Indianapolis
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TABLE OF CONTENTS

FOREWORD	1
LIST OF TABLES	13
LIST OF PLATES	7

PREFACE

Chapter

This thesis, which represents an attempt to evaluate the teacher training program at Butler University, would not have become a reality without the cooperation of many people. Sincere thanks are given to those who answered the questionnaire. The author is also indebted to many of the personnel of Butler University and especially to Miss Martha Coddington and Mrs. Marie S. Niebrugge who gave much of their time in furnishing transcripts and addresses and other data concerning the group studied. Dean P. M. Bail is sincerely thanked for proposing the problem and for offering many helpful suggestions during the preparation of the thesis. A special debt of gratitude is owed to Dr. H. M. Whisler who, as adviser, gave generously of time and guidance in the preparation of the study. To all others who contributed to the preparation of the thesis the author is deeply indebted.

A. THEORETICAL FOUNDATIONS AND CONCEPTS	36
B. SELECTED REPLY TO QUESTIONNAIRE	B. M.
BIBLIOGRAPHY	92

TABLE OF CONTENTS

Table	Page
PREFACE	1
LIST OF TABLES	iii
LIST OF PLATES	v
Chapter	
I. INTRODUCTION, THE PROBLEM AND METHODS OF THE STUDY	1
II. FINDINGS OF THE PRESENT STUDY	11
III. RECOMMENDATIONS AND CONCLUSIONS BY INDIVIDUALS	44
IV. SUMMARY AND CONCLUSIONS	51
APPENDIXES	
A. SAMPLE QUESTIONNAIRE	64
B. TEACHING SUBJECTS AND COMBINATIONS	66
C. SELECTED REPLIES TO QUESTION FIFTEEN	69
BIBLIOGRAPHY	92
14. Number of Teaching Fields	57
15. Estimated Increase in Efficiency of Teaching as the Number of Daily Preparations and the Number of Separate Teaching Fields are Increased	59
16. Number of Daily Preparations	62
17. Distribution of Parents Used by Teachers	71
18. Fields in Which Parents Were Used	72
19. Determination of the Adequacy of Preparation of the Training Received in Psychology	73
20. Determination of the Adequacy of Preparation of the Training Received in History	74

LIST OF TABLES

Table	Page
1. Date of Graduation from College.....	11
2. Distribution of Replies.....	12
3. Replies to Question One.....	13
4. Type of Teaching Position Held.....	14
5. Location of Teachers.....	15
6. Teachers' Replies to Questions 4-5-6-7-8-9.....	16
7. Non-Teaching Group Replies to Questions 4-5-6-7-8-9	17
8. The Distribution of Graduate Work Taken According to Subjects Studied.....	19
9. Extra-Curricular Activities.....	22
10. Number of Extra-Curricular Activities.....	24
11. Amount of Time Spent on Extra-Curricular Activities.....	24
12. Pupil Periods per Week.....	25
13. Number of Classes per Week.....	27
14. Number of Teaching Fields.....	27
15. Estimated Increase in Difficulty of Teaching as the Number of Daily Preparations and the Number of Separate Teaching Fields are Increased.....	28
16. Number of Daily Preparations.....	29
17. Distribution of Permits Used by Teachers.....	31
18. Fields in Which Permits Were Used.....	32
19. Determination of the Adequacy or Inadequacy of the Training Received in Psychology.....	33
20. Determination of the Adequacy or Inadequacy of the Training Received in English.....	35

LIST OF TABLES (Continued)

Table	Page
21. Determination of Adequacy or Inadequacy of Training in Methods Courses.....	36
22. Determination of the Adequacy or Inadequacy of Training in School Administration.....	36
23. Determination of the Adequacy or Inadequacy of the Training in Speech.....	37
24. Scholastic Averages.....	38
25. Number of Fields in Which More than Twelve Hours Was Earned.....	39
26. Number of Fields Studied in College.....	40
27. Number of Hours in the Major Field.....	41
28. Participation in Extra-Curricular Activities During Undergraduate Work.....	42
29. Determination of the Adequacy or Inadequacy of the Training in Subject Matter.....	42a

LIST OF PLATES

Plate	Page
I. The Teaching Load.....	54
II. The Teaching Load.....	55
III. The Teaching Load.....	56
IV. The Teaching Load.....	57

The study was designed to provide information on the secondary school. This project has been devised and planned by the staff of the State of North Carolina. In preparing the program they have consulted with some of the teachers in the secondary school, their teacher or friend, progress, and experience of the staff members themselves (some have previously taught in secondary schools, and others have been in teacher education). The ultimate purpose of the project is to provide a more complete view of the secondary school and its operation. Occasionally the program has been changed or modified as the necessity arose. Probably the present program seems little more substantial than the first program offered, but the object has been to provide an offer to students of a experience which will qualify them to enter teaching positions in the secondary school and to carry out efficiently the duties required upon them in their positions.

It is feasible from time to time to change the program. The training which these teachers receive. Therefore, the object of this study is to answer two questions, namely: 1. Is it not possible to provide training provided as an aide with training program for secondary school teachers? 2. In what respect should the present program be modified? The purpose of study

CHAPTER I

INTRODUCTION

This thesis records the findings of a follow-up study of a selected group of Butler University Alumni who prepared to teach in the secondary schools. The method by which the group was selected will be more fully explained in Chapter II.

Butler University for many years has offered a training program to its students who wished to prepare to teach in the secondary schools. This program has been devised and planned by the staff to the best of their ability and knowledge. In preparing the program they have considered the work of the teacher in the secondary school, other teacher training programs, past experiences of the staff members themselves (some have previously taught in secondary schools), and other factors in teacher education. The ultimate product of the pooling of this information was a program which the University feels was adequate. Occasionally the program has been changed or modified as the necessity arose. Probably the present program bears little resemblance to the first program offered, but the object has been the same -- to offer to students the experiences which will qualify them to assume teaching positions in the secondary school and to carry out efficiently the duties imposed upon them in their positions.

It is feasible from time to time to check on the adequacy of the training which these teachers receive. Therefore, the object of this study is to answer two questions, namely: 1. In what respect has Butler University provided an adequate training program for secondary school teachers? 2. In what respect should the present program be modified? The purpose of obtain-

ing answers to these questions is to evaluate the program of teacher training at Butler University.

Method:--The evaluation of this program may be determined by many methods, but in this thesis five methods are used.

One of the methods used in obtaining data was to send questionnaires to the group selected for the study. The questionnaire contained questions whose answers would help in determining the value of the various aspects of the training program, professionally and academically. It was advantageous to know whether the training in practice teaching or psychology was adequate for the group. It was worth knowing whether the group felt that the training in public speaking, subject matter, and English was actually enough to satisfy their needs outside the college walls and especially in their teaching positions. This does not mean that the study was limited to the opinions of the group that was teaching. An analysis of the replies to the questions by the non-teaching group was expected to reveal important facts, especially in reference to the cause of unemployment in the teaching field. Whether the opinions expressed by the group as a whole are conclusive indicators of what is right or wrong, satisfactory or unsatisfactory in teacher training may be open to question, but they nevertheless do indicate feelings and sincere opinions. Thus, the first method of evaluating the program is to analyze the replies to the questionnaire.

The second method of evaluating the training program consists of a comparison between the teaching group and the non-teaching group. Not only is this comparison to be based on the replies to the questionnaire but a comparison is to be made on the basis of scholastic averages in college, number of fields studied, number of fields in which twelve or more hours credit has been earned, and the number of extra-curricular activities en-

gaged in during the college career. The number of extra-curricular activities may in some small degree indicate what is comparable to a social quotient.

The third method of evaluating the program includes an analysis of the teaching load to determine the relationship of the training received to the actual position obtained. It may be possible from this analysis to determine in some small degree what the training school should offer in its training program. The duties of the teachers have undergone many changes, and if the training school is aware of what some of the duties are they will be able to prepare the teachers for them. This third method would possibly be of prognostic value in helping the prospective teacher choose a teaching combination that will be satisfactory.

The fourth method of evaluating the program is to compare the findings of this study to a similar study of Butler University graduates or at least a similar study of the alumni of another teacher training institute. But there has been no other study made entirely of Butler University graduates of the same type as this one. There have been other studies made of alumni of teacher training institutions but most of these are unpublished Master's theses. The one study available was a study made by Linton and Katsuranis¹ of the Alumni of the George Peabody Teachers College. This study was not adaptable or suitable for inclusion in this piece of research. It was a study that stressed the socio-economic development of the graduates of the college. The value obtained from this study may be laid to the ideas in

¹ Clarence Linton and J. J. Katsuranis, "A Study of Alumni of Teachers College Receiving Degrees, 1928-1935.", Teachers College Record, XXIX (February-May, 1938) pp. 407-22, pp. 734-46; XXX (November, 1938), pp. 150-9.

obtaining techniques for working on this thesis. Another study which was valuable as a source for learning the technique of conducting this research was the work of Sturtevant and Strang¹. They made a study of a selected group of deans of girls in high schools. Many valuable ideas were obtained for use in the preparation of the questionnaire.

A fifth method of evaluation involved the process of reading current day literature pertaining to teaching loads and teacher preparation. This data when collected would be compared to the data collected from the questionnaire. Much data was collected from articles, and they will be revealed from time to time in the following pages. It seemed better to use these facts where they were most needed than to devote an entire section to a review of current day literature on the problem.

It would be well at this portion of the thesis, and before the findings of the questionnaire are recorded, to recognize four controls which influence the course which the training program may follow. The training program, although it is the result of many years of experience, research, and experimentation, is influenced by factors which are beyond the present control of the makers of the teacher-education curriculum. These controls are often in conflict with one another and many times appear to present chaotic conditions to the faculty of the teacher training institutions. Two of these controls are external in nature and two are internal in nature. The external controls will be discussed first.

Control 1:--State Rules and Regulations.

Butler University as a teacher training institution is accredited by

1

Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Girls in High Schools. Teachers College, Columbia University, Contributions to Education, number 393, (New York: Bureau of Publications, Columbia University, 1929).

the Indiana State Board of Education¹. Eligibility for accreditation requires that the institution must provide satisfactory teacher-education curricula. This in effect means that the school must provide a program that will qualify teachers to hold teacher's licenses issued by the State Board of Education. It is the duty of the institution, then, to offer guidance to and to provide courses for prospective teachers in order that they may be eligible to hold a teacher's license at the close of the training period. The courses required in the professional field are very definite. Fifteen hours of professional work subdivided as follows is required.²

three hours in Secondary Education
three hours in Principles of Teaching
three hours in Supervised Teaching
six hours in psychology and its applications
to education

The value, and the validity of these courses has been questioned and it may be well to evaluate the courses by the experiences of those who have been stimulated by them and have supposedly used their results in practical fields after graduation. Rules, regulations and laws once established are not easily changed or abolished. There is a certain inflexibility of laws which finds them changed long after the change was needed³: The inefficiency of laws is usually surmountable by various methods and it may be necessary, if the facts indicate a change is necessary, to modify the content of the so-called "education courses" to meet modern demands. A follow-up study may provide the knowledge by which the change may be made advantageously.

¹State of Indiana, Educational Bulletin, No. 94 - 1937 - Chapter XIX.

²Ibid. p. 24.

³Leo M. Chamberlain, The Teacher and School Organization (New York, Prentice-Hall, Inc., 1936), p. 44.

Control 2:--Lack of Standardization in Teaching Combinations.

It is difficult to predict what subject or subjects the teacher may have to teach. Actual teaching combinations are not standardized. Henzlick¹ reports that in the state of Illinois there were more than 716 subject combinations and that three-fourths of these were combinations of three or more subjects. Bennet² reports that in Ohio there were more than 1000 subject combinations, and in Minnesota 552 were reported. Not only were there innumerable teaching combinations, but Douglas³ further reports that only a small proportion of the teachers teach in their major fields alone, and many teach in fields not included in either their major or minor. Bennet⁴ gives the following data:

Percentage teaching three or more fields			
Iowa	32.7	Minnesota	12
	Illinois	7.5	
Percentage teaching one field only			
Kansas	23	Minnesota	62
Iowa	29.9	New Jersey	86
	Illinois	47.5	

Such statistics are conclusive of the wide diversification in the number of teaching combinations. The reasons for the diversity in teaching combinations

¹Frank E. Henzlick, "Subject Matter Preparation of Secondary School Teachers", North Central Association Quarterly, XII (April, 1938), 243-247.

²R. D. Bennet, "Improving the Distribution of Fields of Specialization Selected by Prospective Teachers", Educational Research Bulletin, XVII (February 16, 1938), 36-42.

³H. R. Douglas, "Subject Matter Preparation of Secondary School Teachers", Final Report - North Central Association Quarterly, XII (1938), 466-467.

⁴Bennet, op. cit., pp. 36-42.

are numerous.

1. Henzlick¹ states that the gap between what the teachers have to teach and what they actually are prepared to teach is undoubtedly enlarged by faulty administration in the secondary schools of teaching assignments and teaching combinations themselves.
2. Cooke² reports that small schools which prepare students for college and have only three or four teachers must of necessity force the teachers to teach a great variety of subjects. It is difficult to be prepared to teach all these subjects.
3. When replacing one teacher by another it is difficult to get a teacher with identical training. Changes must be made, if possible, to enable the new teacher to handle the position. This often results in a teacher teaching something in which he has no preparation.
4. There has been a decrease in the staff enrollments and consequently the teacher must teach a greater variety of subjects since the number of courses in the curriculum usually does not decrease but rather increases.³
5. Perhaps teacher training has become too specialized.⁴
6. Colleges and State Departments of Education are at fault because of unguided regulations.⁵ These institutions, the college and

¹Henzlick, op. cit., pp. 243-247.

²D. H. Cooke, Administering the Teaching Personnel, (Chicago: Benj. H. Sanborn & Co., 1939), p. 245.

³Charles W. Knudsen and Lucius O. McAfee, An Introduction to Teaching, (Garden City, New York; Doubleday, Doran and Co., Inc.), p. 163.

⁴Cooke, op. cit., pp. 245 ff. ⁵Henzlick, op. cit., pp. 243-247.

the state, are often unaware of the rapid changes which the secondary schools are undergoing. The result is a product from the training school and the state which will not fit in to the school situation unless the individual is capable of adaptation to the situation.

The training institution must see to it that the prospective teacher has an adequate teaching combination, the term adequate referring to a combination that is adequate as far as the institution can control the training.

Control 3:--Individual Likes and Dislikes of Students.

Students appear in the classes of the training institution with likes and dislikes. They come to the training school with the desire to be teachers of mathematics, science, English, history, et cetera. All their efforts are expended to this end. Some of them present no difficulty when choosing their subject matter. Many fall into predetermined channels either through necessity or a realization of the demands that will be made of them in their teaching positions. As an example we can look at the prospective teacher of science and mathematics. The science courses (physics, chemistry, zoology, botany, et cetera) from time to time use mathematical formulae to solve problems that arise. An understanding of mathematics is an essential to work in these fields. The result is that by the time the student has taken enough mathematics to solve problems he has also taken enough to teach in the field of mathematics. Thus emerges the teacher of science and mathematics. Then comes the student who wants to teach mathematics. He is willing to prepare to teach mathematics as the only subject. The faculty adviser tells him that it is usually best for the student to prepare to teach in more than one subject. The usual procedure is to prepare in science and mathematics. The student is definitely against preparing to teach sciences. He abhors sciences,

likes to study Latin. Is the adviser willing to cross feelings and prevent the student from preparing to teach Latin? Probably not, and the result is a prospective teacher of Latin and mathematics. Possibly a position will be obtained teaching Latin and mathematics, but usually the teacher works in allied fields and the teacher of Latin would probably also teach another language to complete the teaching load. The Latin-mathematics teacher would not be able to teach another language, nor would he be able to teach a science which is the usual ally to the mathematics field. The fact remains that this teacher prepared to teach Latin and mathematics and upon graduation and obtaining the license ventured forth to seek a position. After many attempts to obtain a position and receiving many rebuffs the teacher becomes disheartened and loses faith in the Alma Mater.

Another aspect of helping the student choose a satisfactory teaching combination is exemplified by a less extreme example. The problem of choosing allied subjects for the prospective teachers of home economics, music, physical education, art, and music is a perplexing one. It is difficult to select subjects allied to these fields, although music and art may possibly be classed as fine arts. The other subjects appear to be isolated fields. The problem is serious and tries the experiences of the faculty adviser. The actual advice given may be drawn from past experience, but a follow-up study will determine the value of this advice for future use. It may be necessary to set up future combinations and adhere to them rigidly regardless of the likes and dislikes of the students. It may also be necessary to establish possible combinations for the teachers of art, music, physical education and home economics and to force the student to make selections from the list.

Control 4:--Demands of the School Administrator.

Although this control is caused by external factors, its solution is to be found only through the training institution program. It is therefore classed as an internal force.

It has been said by not a few educators that the present products of the teacher training institution are not able to meet the demands set upon them by school administrators.¹ The complaint states that the institutions have not provided the teachers with the experiences necessary to cope with the present secondary school problems. These experiences in which the teacher is lacking include many items. There is a purported lack of knowledge of subject matter, lack of training in speech, lack of training in the problems of youth, and lack of training in the techniques of guidance. It is readily realized that there is a limit to what the student can accomplish in a four year curriculum, and the solution may be an extension of the training period from the present four years to one of five years or even six. The solution to this control lies in the training institution because here the institution must provide the satisfactory products for the school administrator or the administrator will seek teachers from another institution. This factor will rule even though the administrator may be unjust in his requirements. Competition in the teaching field is keen enough to permit the administrator to have a wide field to choose from.

¹Chamberlain, op. cit., pp. 113-141.

CHAPTER II

FINDINGS IN THE PRESENT STUDY

The study included one hundred and sixty individuals who replied to the questionnaire.¹ They were selected because they were graduates of the University and because they had obtained during the period extending from September, 1936 to February, 1941, some type of a teacher's license. This group then included the members of the classes of 1937, 1938, 1939, and 1940 who prepared to teach. Table 1 shows the distribution of the 160 members according to the year that the baccalaureate degree was conferred upon them. It will be noticed that the number of classes involved is large. The answer is found in the fact that many students took additional work after graduation to obtain a license to teach in other fields or in the fields in which they prepared to teach originally. It is not uncommon to find many graduating and then returning to do additional work in the professional or academic field.

TABLE 1

DATE OF GRADUATION FROM COLLEGE

Year	Frequency
1940.17
1939.35
1938.29
1937.25
1936.	9
1935.	7
1934.	5
1933.	6
1932.	4
1931.	2
1930.	0
1929.	4
1928.	2

¹Since the closing date for the receiving of questionnaires 18 others have been received to make the total 178. These 18 have not been used in the preparation of this thesis.

TABLE 1 - Continued

1927.	4
1926.	1
1925.	1
1924.	2
1923.	0
1922.	1
1921.	0
1920.	0
1919.	1
Total	<u>160</u>

From this table it may be readily seen that the majority of the group studied have graduated in the past four years or to be exact 106 or 66.3 per cent.

Table 2 represents the distribution of the returns from the questionnaire. The total number of questionnaires used was 269. At the end of a two week period after mailing, 88 of those had been returned and as a result the second request was mailed. To this second request 72 responded, thus bringing the total number of usable replies to a previously stated number of 160 or 59.5 per cent of those mailed.

TABLE 2
DISTRIBUTION OF REPLIES

	Number	Per cent
Replies to first request	88	32.7
Replies to second request	72	26.7
Returned undelivered	6	2.23
Unreturned	103	38.29
Total questionnaires sent	269	100.00

Replies to question one are indicated in table 3. This table indicates that 38.1 per cent of those are not engaged in teaching. The relative value of this figure may appear later because a portion of this group have

taught, and it must be remembered that the portion of the group graduating prior to 1937 were probably engaged as teachers, because they came back during the period covered by the study to work for additional licenses.

TABLE 3

REPLIES TO QUESTION ONE

	Frequency	Per cent
Teaching	99	61.9
Not teaching	61	38.1

The group that is not teaching may be subdivided into two groups. One group is composed of eighteen members who have taught at one time or another and have since resigned for various reasons. Seven of the eighteen left the teaching profession because of marriage, and whether the resignation was voluntary or involuntary is not known. Two of the eighteen left the profession and evidently took a position in schools closely allied to their previous work. They are now school librarians. The occupation of the nine others is not known. The question of what they were doing if they were not teaching was not asked, but the remarks of this paragraph were reported voluntarily by the members.

The third group includes the forty-three who are not now teaching and who have never taught. Of the number included in this group a portion will never make teachers. That is always the case. One individual who was evidently good material for the teaching profession was not employed because she would not accept a position outside the Indianapolis schools system. After several years she married. Four others also married, and whether they married without seeking a position or not may be a question. It has probably placed them off the teaching market, however. Social service work and library work

took their share of the teaching profession because each claimed three. Private industry claimed two language teachers as translators. Two others have been attracted to the personnel field. In keeping with the spirit of the times two others are serving in the armed forces of the nation. The remainder of the group, twenty-six, leaves no indication of what they are doing.

Type of teaching position held:--The replies to question two are recorded in table 4.

TABLE 4

TYPE OF TEACHING POSITION HELD

Position	Frequency	Per cent
Teacher	68	68.68
Teacher-Librarian	6	6.06
Dept. Head-Teacher	8	8.08
Ass't. Principal-Teacher	1	1.01
Principal-Teacher	6	6.06
Grade Supervisor	1	1.01
Substitute Teachers	7	7.07
Graduate Assistants in Universities	2	2.02
Total	99	

The majority or sixty-nine per cent of the teaching groups are full-time teachers. They represent nearly seventy per cent of the group. The number indicating that they hold some type of an administrative position is not large. This can well be expected because by law there is a requirement of a certain number of years of experience before an administrator's permit is issued to a teacher with the necessary preparation. This would mean that most of the group would be ineligible to be administrators by virtue of their recency of graduation. Two are engaged in graduate work as assistants. All the substitute teachers are located in large communities where they receive

many opportunities, and during the winter months employment is probably nearly full time. Only one is outside the city of Indianapolis.

Two of the full-time teachers are employed in colleges and at Butler University.

Knudsen and McAfee report that the market for teachers is a local one.¹ There is very little interstate traffic in the teacher market. This is well borne out for Butler Alumni by table 5.

TABLE 5

LOCATION OF TEACHERS

Indianapolis schools.	48
Schools outside of Indianapolis but in Indiana.	43
Out-of-state schools.	8

The states represented by the out-of-state teachers are Illinois, Ohio, North Carolina, South Carolina, Georgia, and Florida. There is apparently little interstate traffic in the teaching profession and, if these teachers are an example, there is little intrastate traffic. At least the evidence leads to the fact that if many started to teach in the out-of-town schools they eventually returned to the Indianapolis school system because forty-eight teachers teach in Indianapolis schools.

Status of Graduate Work of the Group:--Table 6 partially records the replies of the teaching group to questions four, five, six, seven, eight, and nine. The questions are:

4. Have you taken any post-graduate work?
5. Have you obtained your Master's degree?
6. Are you working for your Master's degree?
7. Have you obtained your Doctor's degree?
8. Are you working for your Doctor's degree?
9. Do you intend to take any post-graduate work?

¹Knudsen and McAfee, op. cit., p. 180.

TABLE 6

TEACHERS' REPLIES TO QUESTIONS 4-5-6-7-8-9

(See page 15 for list of Questions)

Year	Questions											
	4		5		6		7		8		9	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1940	2	9	1	10	2	8	*	*	*	*	*	1
1939	6	8	1	14	6	8	*	*	*	*	*	*
1938	11	6	1	16	7	9	*	*	*	*	*	2
1937	12	2	2	10	2	7	*	*	2	0	*	1
1936	5	0	0	5	2	3	*	*	*	*	*	*
1935	4	1	2	3	0	3	*	*	*	*	*	1
1934	4	0	2	2	0	2	*	*	*	*	*	*
1933	5	0	1	4	1	3	*	*	*	*	*	0
1932	4	0	1	3	2	1	*	*	*	*	*	*
1931	2	0	2	0	1	*	*	*	1	0	*	*
1930	0	0	0	0	*	*	*	*	*	*	*	*
1929	2	0	1	1	1	0	*	*	*	*	*	*
1928	2	0	0	2	1	1	*	*	*	*	*	*
1927	4	0	0	4	2	2	*	*	*	*	*	*
1926	1	0	0	1	1	0	*	*	*	*	*	*
1925	0	0	*	*	*	*	*	*	*	*	*	*
1924	2	0	1	1	1	0	*	*	*	*	*	*
1923	0	0	*	*	*	*	*	*	*	*	*	*
1922	1	0	0	1	1	0	*	*	*	*	*	*
1921	0	0	*	*	*	*	*	*	*	*	*	*
1920	0	0	*	*	*	*	*	*	*	*	*	*
1919	1	0	0	1	*	1	*	*	1	*	*	*
Unknown	4	0	3	1	0	1	*	*	*	*	*	*

Of this group of ninety-nine only five have made definite decisions that they will never do post-graduate work. These five individuals have evidently taken a decisive stand on the matter. If there had been any possibility that they would take additional work they could have answered the question by checking yes.

With the exception of one member of the class of 1935, all individuals from the classes of 1919 to 1936 have taken some form of graduate work. Only twenty-seven, or 27.3 per cent, have not taken any graduate work and eighteen

of this group are members of the classes of 1939 and 1940. Seventeen per cent of the group hold Master's degrees. Thirty-two others are working for the Master's degree, while forty-nine evidently have taken post-graduate work without the advance degree as an objective. The fields in which the graduate work was done is reported further on.

Table 7 reports the same type of data that is recorded in table 6, but because of the smaller number of cases the year of graduation has not been included. This group shows that twenty-seven or 44.1 per cent do not intend to take post-graduate work. Four who have not taken post-graduate work of any type intend to do so in the future. Seven per cent of the sixty-one possess a Master's degree and seven others are now working for this degree. As in the teaching group, no one has obtained the Doctor's degree. One is working for that degree.

TABLE 7

NON-TEACHERS' REPLIES TO QUESTIONS 4-5-6-7-8-9

	Former Teachers Frequency		Not Teachers Frequency	
	Yes	No	Yes	No
Taken Post-Graduate Work	14	4	16	27
Possess Master's Degree	3	11	4	12
Working for Master's Degree	4	7	3	9
Working for Doctor's Degree	1	0	0	0
Possess Doctor's Degree	*	*	0	0
Intend to Take Graduate Work	1	3	3	24

There is a great variation in the number of fields in which graduate work is done. The list included in table 8 is evidence of this fact. Eighteen teachers are working for the degree in the field of education. Education seems the dominating field when a choice of subject matter is made.

Five who are not teachers are taking or have taken a degree in that field. That would make a total of twenty-three individuals in this category. Perhaps the incentive for studying in the education fields may be found by examining the requirements for the various types of administrators' licenses in the state of Indiana. A year of graduate work in various fields of education and school administration is required for administrative licenses. Thus the majority of this group probably represent present or prospective school administrators.

The majority of the group, thirty-nine, have taken their degrees or are working for them in the academic fields. English, history, and botany are represented by seven, six, and five cases respectively. Those working for the Doctor's degree are working for that degree in academic fields with one each in the fields of history, botany, speech, and romance languages. Twenty-one fields are represented by those taking graduate work with definite goals in sight.

It is difficult to interpret the fact that a majority of those who did graduate work found it necessary or feasible to carry on that work in the academic fields. This fact will make it necessary for those who wish to become school administrators to return to a university for additional work to qualify them for an administrator's license. Possibly they do not have this goal in sight and would not accept the opportunity if it came along. It may be possible that many of those who are doing graduate work in the academic field may be teaching in a large city where the opportunity to become an administrator is small but the opportunity to become a department head is greater and a graduate degree in the academic field would better qualify them for that position. Another solution may be found in the desires of some to obtain more teacher's licenses and thus have a broader teaching field.

TABLE 8
THE DISTRIBUTION OF GRADUATE WORK TAKEN
ACCORDING TO SUBJECTS STUDIED

	Possess Master's Degree		Working for Master's Degree		Working for Doctor's Degree	
	Teachers	Non-Teachers	Teachers	Non-Teachers	Teachers	Non-Teachers
Education	8	1	10	4		
English	2	1	4		1	
History	2	2		1	1	
Botany	2	2				
Physical Ed.			2			
Home Economics			2			
Science	1		1			
French			1			
Mathematics	1				1	
Romance Languages	1					
Music Education			1	1		
Library Science			1			
Guidance			1			
Art			1			
Commercial Science			1			
Music			1		4	1
Speech			1			
English & Classics	1					
Biology			1			
Social Service		1				
Business Administration						

The Teaching Load:--The next few pages of this thesis will be devoted to an analysis of the teaching load as represented by the teachers of this group. The teaching load includes all the activities of the teacher that are involved in the carrying out of her teaching duties. This includes the number of classes taught per day, length of class periods, relative difficulty of subjects taught, number of pupil periods per week, number of daily preparations, number of teaching fields, amount of time spent on preparation for classes, number of extra-curricular activities sponsored, and the time spent on these activities. These items are the components of the average teacher's load. As will be shown, not all teachers sponsor extra-curricular activities.

There have been numerous methods of determining the teaching load for use in comparing one teacher's load with that of another teacher or a group of teachers. The formula recommended by Douglass at present in determining teacher load in secondary schools is:¹

$$TL = SC(CP - \frac{2D}{10} + \frac{NP - 20CP}{100} + \frac{PC}{2}) \times \frac{PL + 55}{100}$$

TL - Teaching load units.

SC - Subject coefficient.

D - Number of class periods which are duplicates.

PC - Number of class periods spent in cooperative or extra-curricular activities.

NP - Number of pupil periods per week.

PL - Length of periods in minutes.

CP - Number of class periods taught weekly.

For the purpose of this thesis it is unnecessary to explain further the process whereby the ultimate answer is determined, but it is readily evident that the major components of the teaching load are represented in

¹Chamberlain, op. cit., p. 303, citing Harl R. Douglass. "Measuring the Teaching Load" Bulletin of the Department of Secondary-School Principals of the National Education Association, March, 1934. pp. 152-159.

the teaching load formula. It has two disadvantages as a method of determining the teaching load. 1. The ultimate result of working the formula gives no evidence of the components that went to make up the answer. 2. It is difficult to state a teacher's load in a mathematical number. This method has proved the most successful of any because it did take into its formula the major components of the teaching load.

In this study the components of the teacher load are not united into any mathematical number, but the components are studied as individual units because a clearer picture of the duties of the teacher is desired. On pages 54 to 57 will be given a method of showing these components of the teacher load combined into one figure. In contrast to the teaching load that is found by the formula above, the method used in this thesis leaves the components visible.

The data obtained from question ten is tabulated in tables 9, 10 and 11. The results include data from ninety questionnaires. The other nine teachers were substitute teachers or graduate assistants, and evidently would not be in a position to sponsor any activities advantageously. Twenty-four of the ninety did not sponsor any activities. A few of these taught in the grade schools and did not sponsor activities because, as one teacher says, "eighth graders do not go in for extra-curricular activities". This means that sixty-six or more than two-thirds of the group sponsor activities. Some stated that they sponsored extra-curricular activities but did not state how many. Others who stated the number of activities sponsored did not state how much time was devoted to those activities per week.

TABLE 9

EXTRA-CURRICULAR ACTIVITIES

	Number of Activities Sponsored	Number of Hours Spent per Week on Extra-Curricular Activities.
Mean	2.1	5.84
Mode	2	3
Range	4	17.75

Of the sixty-two who reported how many activities they sponsored, twenty-six reported that they sponsored two activities. One teacher reported sponsoring five activities. Nineteen reported that they sponsored only one activity. The mean was 2.1 and the mode was 2.

The time spent on extra-curricular activities varies greatly. Sixty-one teachers who reported the time they spent on extra-curricular activities spent on the average 5.84 hours per week. Fourteen, or the mode, spent three hours per week on extra-curricular activities. One teacher reported that she sponsored two activities and spent a total of fifteen minutes a week on these activities. That seems a rather small amount of time to be spent on activities. Another reported that he sponsored three activities and spent a total of eighteen hours a week on these activities. The results of this question can be compared with the average teacher who spends twenty-five minutes on activities per day, or two hours and five minutes per week. Eleven of the teachers reported spending ten hours a week on activities. The average of this group was considerably increased by the teachers who coached basketball and other sports as a portion of their teaching duties. They account for many of the larger figures, although

¹Cooke, op. cit., p. 235.

it was not possible to separate them from the remainder of the group because they did not say definitely that they did coach, but a glance at their teaching program would lead one to believe that they did. In reporting the number of hours spent on extra-curricular activities, many teachers responded by saying that they spent from a certain number to a certain number. In such cases the two figures mentioned were averaged and the result used in determining the number of hours they spent each week on extra-curricular activities.

It is the belief of the author that every teacher ought to sponsor some extra-curricular activity during the school year. Even substitute teachers might find it within the realm of possibility to sponsor an activity. There are many opportunities for sponsoring activities in the school as well as outside of school. Possibly many of the twenty-four who do not sponsor any activity are active in organizations of a vocational or fraternal nature. In doing so they devote service to the community other than that given within the school position. Some may be in schools where the opportunity for extra service is not great and where the administration or the mores of the community do not permit such activities. It is possible too that many of those who do not sponsor activities might be young teachers in their first year of teaching. They feel that the burden of the first year is enough without adding more if it can be avoided. The author feels that such a view is satisfactory. Some of the people who do not sponsor activities are teaching in city schools where the number of activities is limited and thus only a few teachers are necessary to sponsor them. In the cities the opportunity for community service is greater and community service does not appear in the tabulation of this thesis.

TABLE 10

NUMBER OF EXTRA-CURRICULAR ACTIVITIES

Number	Frequency
0	24
1	19
2	26
3	11
4	5
5	1
no report	4

TABLE 11

AMOUNT OF TIME SPENT ON EXTRA-CURRICULAR ACTIVITIES

Number of Hours per Week	Frequency
1 or less	10
2	3
3	14
4	3
5	2
6	4
7	3
8	1
9	1
10	11
more than 10	8
unanswered	6

Most of the teachers reported information on question twelve that could be used in determining pupil periods per week. Teachers that did not report such information were unable to do so because of the characteristics of their teaching load. Table 12 shows the pupil periods per week of the teachers involved. Fifty-seven teachers reported information that could be used for this purpose. The average number of pupil periods per week for the group studied was 650.85. This may be compared with the maximum for teachers, which is usually placed at 750.¹ The high for the group was 1040, and the low was 206. The mode was 549.5 and the median 531.25. The range was 840. The low was established by a teacher of mathematics in a small school in Illinois, and the high was established by a teacher of history and physical education in a small school in Indiana. Both were full-time teachers.

TABLE 12

PUPIL PERIODS PER WEEK

Number of Pupil Periods	Frequency
200	1
300	2
400	10
500	13
600	8
700	6
800	11
900	4
1000	2
1100	0
mean	650.85
mode	549.50
median	531.25

¹Chamberlain, op. cit., p. 299.

The usual number of classes recommended for the teacher is five per day.¹ This would make a total of twenty-five for the week's load. Many of the teachers teach subjects which occur only two or three times per week, while others teach subjects that occur every day in the week. In order to use all the questionnaires that was possible the unit for comparison in this phase of the teacher load is the number of classes per week. The usual length of the class period in the high schools does not vary a great deal. The average length is fifty minutes. Some are forty minutes and others are an hour in length, but these cases are rare. Therefore it is assumed that the length of the class periods are all the same, and the teacher has as much work to do in teaching a class of forty-five minutes as she does in meeting one of fifty minutes length or forty minutes. The difference is negligible. Table 13 shows the tabulation of the data on the number of classes met each week by the teacher. The range in the number of classes is twenty-nine. One teacher met eleven classes a week, and another teacher met forty. The average was 27.13, the mode was 32.5, and the median was 30.29. The identity of the data was lost, however, in making the table. Twenty of the sixty-one included in this question taught thirty classes a week, and nineteen had exactly twenty-five classes to meet per week.

¹ Knudsen and McAfee, op. cit., p. 52.

TABLE 13

NUMBER OF CLASSES PER WEEK

Number of Classes	Frequency
40	1
35	4
30	26
25	19
20 or less	11

Mean 27.13 Mode 32.5 Range 29 Median 30.29

The number of different fields of teaching may be defined as the number of different subject fields that the teacher teaches. Two-thirds of the teachers teach in two or more fields, and about one-third teach in one field only.¹ The results of this study show that less than one-third of the group taught in one field only and that more than one-third taught in two fields. About one-fifth of the group taught in three fields. One teacher taught in seven fields in one of the rural high schools. Of the twenty-five who taught only in one field, eighteen were teachers in the Indianapolis school system. Table 14 shows the data from which the above statements were drawn.

TABLE 14

NUMBER OF TEACHING FIELDS

Number	Frequency
1	25
2	35
3	15
4	5
5	2
6	0
7	1

¹Ibid., p. 291.

The number of preparations that must be made each day for the teacher is an important part of the teacher load. There is no evidence in this paper to indicate the time spent on this preparation. Table 15 is taken from Chamberlain and shows the estimated increase of difficulty of teaching as the number of daily preparations increases, and also included is the number of teaching fields and the relation to the teaching load.

TABLE 15

ESTIMATED INCREASE IN DIFFICULTY OF TEACHING AS THE NUMBER OF DAILY PREPARATIONS AND THE NUMBER OF SEPARATE TEACHING FIELDS ARE INCREASED*

Number of Daily Preparations	Per cent of Increase in Difficulty	Number of Separate Teaching Fields	Per cent of Increase in Difficulty
1	0	1	0
2	12	2	12
3	22	3	34
4	36	4	75
5	56	5	155

*Source: Chamberlain, op. cit., p. 301.

The usual number of preparations per day for teachers in the schools of the North Central Association is three.¹ By analyzing table 15 it can be seen that the teacher, if teaching in only one field but having three classes that require for each a separate preparation, would find the load increased about twenty-two per cent over what it would be if the only teaching was in one subject with duplicate classes. The average number of preparations for this group is 3.02. The mode was two preparations with 19 of the seventy-

¹Ibid., p. 52.

three used in this section having only two preparations to make per day. Eighteen of the seventy-three had three preparations per day, or if one more teacher had been forced to make one more preparation per day the result would have been bimodal with the same number having two and three preparations per day. The median was 3.36. Eleven of the group who had only one preparation per day to make were teaching in the fields of botany, biology and history. These cases occurred chiefly in the Indianapolis schools.

TABLE 16

NUMBER OF DAILY PREPARATIONS

Number	Frequency	
1	11	
2	19	Mean 3.02
3	18	Mode 2
4	11	Median 3.36
5	10	
6	4	

Teaching Combinations and Teaching Subjects:--The subjects and subject combinations taught by these teachers are extensive. Eighty teachers reported teaching programs which could be used as a basis for drawing conclusions as to what teaching combinations ought to be and what they are. The eighty teachers reported fifty-four different subjects and subject combinations. A complete list of these may be found in Appendix B. History as a subject and in combination with a course in social studies is reported six times. Physical education as a teaching subject by itself was reported four times, as also was home economics. English and commercial sciences were reported three times each. Two teachers each reported mathematics and botany

as the only teaching subject. The remainder of the teachers taught subject combinations or in a field which did not occur more than once.

The teaching combinations were very complex. The number of subjects in which these teachers taught has been reported previously (see page 27), but here the combinations that existed might be reported in more detail. Social studies and history either together or separately occurred in combination with ten other subjects to complete a teacher's combination or partially complete it. English as combined with other fields occurred in eighteen teachers' loads. Physical education as part of a teacher's duties occurred in seventeen combinations. Biology and health occurred in nine teachers' loads.

The remaining teachers had combinations that showed great variation and many times the combinations were composed of fields which had little relationship to one another. Music was found combined with art, English, Spanish, German, and French, commercial science, and home economics. Mathematics was found combined with history, English, Latin, home economics, and physical education. A few of the combinations which impressed the author were these:

Commercial science and physiography.
History, biology, and English.
Manual arts and English.
Speech and chemistry.

The possible reason why these combinations appear odd to the author may not be clear to another, but the general impression that an individual gets from studying teacher loads is that it is beneficial and easier to teach in related fields. Therefore, the relationship between commercial science and physiography does not seem clear to the author. The same can be said of the other combinations listed.

Thirty-five teachers at some time during their career had to teach by permit subjects in which they were not adequately prepared. These permits are not issued to the teachers but are issued to the school system. They permit the school to use the services of the teacher to teach a subject in which the teacher has obtained fifteen hours of credit in college but has not completed enough to obtain a license in that field. The teacher can teach under the permit for one year, and the permit may be renewed for the next year under certain conditions. The holding of a permit indicates that the teacher is teaching something that he is not adequately prepared to teach and under recommended procedure should not be teaching.

The thirty-five teachers obtained a total of 55 permits, which means an average of 1.571. However, twenty-two had been teaching on only one permit, while one had used four permits.

TABLE 17

DISTRIBUTION OF PERMITS USED BY TEACHERS

Number	Frequency
1	22
2	6
3	6
4	1

The fields in which these teachers obtained the permits are numerous. Ten of the teachers used permits to teach English, and seven others used permits to teach physical education. Six teachers found it necessary to use a permit to teach art. Three teachers each found it necessary to use permits to teach social studies and music. Two teachers used permits to teach biology. The remainder of the distribution may be seen by glancing at the table.

Ten of the group are now teaching subjects for which they originally obtained permits, and they are teaching in those fields full time. Twenty-five are using the permit or have used the permit to enable them to help fill out their teaching load.

TABLE 18

FIELDS IN WHICH PERMITS WERE USED

Field	Frequency
English	10
Physical education	7
Art	6
Music	3
Social studies	3
Biology	2
Library	2
German	1
Geography	1
Latin	1
Science	1
Mathematics	1

Eighty-one teachers could be isolated and the data concerning whether they were teaching in their major field or not could be obtained. Sixty-two of the teachers were teaching courses which were covered by their major in college. Whether it was a major part of their teaching program or not may be a question, but if they were teaching in their major field they were included in the group that made up the group of sixty-two. Nineteen were not teaching any courses related to their major subject. Two are teaching subjects which from appearances they never studied in college. Nineteen taught only in the field in which they majored in college, or that means about twenty per cent of the teachers teach only in their major field.

Teacher Preparation:--An attempt was made in the preparation of ques-

tion thirteen to get the evaluations of the teacher on phases of the teacher training program to ascertain whether or not they felt that the various portions of the program were suitable and sufficient for the use of the teacher. The hypothesis arose that perhaps the teacher would like more training in psychology or practice teaching or English or teaching methods. The result was a series of items in which the teacher was requested to state from school room experience whether or not the training in the fields listed was adequate.

Most of the group had taken six hours in psychology as a prerequisite to a teacher's license, but a few had not been subject to that regulation. Table 19 shows the results of the tabulation on item 1 or psychology.

TABLE 19

DETERMINATION OF THE ADEQUACY OR INADEQUACY
OF THE TRAINING RECEIVED IN PSYCHOLOGY

Adequate	Amount of Training	
	0-6 Hours	More than 6 Hours
Yes	45	10
No	19	3

The table shows that forty-five teachers who had probably some psychology, although it was not always determined how much, were satisfied with what they received, while nineteen who had comparable training were not satisfied and wished to have more. Ten who had had more than six hours were satisfied with the training, and three were not. Evidently the training in psychology was adequate for the majority of the teachers.

Although there has been considerable criticism of the course in

practice teaching, the results obtained in regard to the adequacy or inadequacy of the training in cadet teaching are amazing. The few that did not have student teaching and those that had more than three hours were included in the group that had only three hours because they were so infrequent. Eighty-six teachers rated this question and 49, or 57 per cent, stated that their training had been satisfactory in this respect. Thirty-seven, or 43 per cent stated that the training was inadequate for their purposes. It is difficult to say definitely why the training was inadequate, but the remarks concerning practice teaching recorded in chapter three may offer some explanation.

The results obtained on the third item or the item regarding the adequacy or inadequacy of the training in English received was more spectacular than the results obtained in regard to practice teaching. Eighty-six answered this section of the question. Thirty-one taught, had taught, or were prepared to teach English. Table 20 explains the results to this question. Twenty-two who had between ten and fifteen hours were satisfied with their training, while eight who had similar training were not satisfied. Forty-four who had fifteen hours or more were satisfied with the training received, and twelve who had a similar amount of training were not satisfied. Of the latter two groups twenty teachers who had more than fifteen hours of training were included in the satisfied group. On the other hand, there were eleven teachers who had more than fifteen hours who were dissatisfied with the training received.

TABLE 20

DETERMINATION OF THE ADEQUACY OR INADEQUACY
OF THE TRAINING RECEIVED IN ENGLISH

Adequate	Amount of Training		
	10 Hours	15 Hours or More	
		Teachers of English	Others
Yes	22	20	24
No	8	11	1

Evidently more were dissatisfied with fifteen hours than they were with ten hours. More than a third of the teachers of English were dissatisfied with the training received.

Nearly every education student takes courses in the methods of teaching the major fields of his academic work. Fifty-six have taken four or more hours in methods courses, while sixteen have not. This is in addition to the methods received in the principles of teaching course. Thirty-eight of the fifty-six who have taken four or more hours are satisfied with the results and eighteen with similar training have not been satisfied. Ten have been satisfied with two hours or more of training, while six have not been satisfied with two hours of training in this field. Two-thirds are, therefore, satisfied with the training received, while one-third was not. Four hours in methods appears to be the most satisfactory.

The results of the section on school administration may throw some light on estimating the value of the teachers' opinions. Thirty teachers reported that the training they received in school administration was adequate but yet not one of these teachers had taken a course in school administration, and the only formal contact was probably through the course in Principles of

Teaching taken by nearly everyone. Sixteen with no training in this field felt that training was needed in this phase of work. Eight with some training and usually with more than six hours were satisfied with what they had received, and it evidently satisfied their requirements. Five who had had similar training in this same field were not satisfied with the training received.

TABLE 21

DETERMINATION OF ADEQUACY OR INADEQUACY OF
TRAINING IN METHODS COURSES

Adequate	Amount of Training	
	2 Hours	4 Hours or More
Yes	10	38
No	6	18

TABLE 22

DETERMINATION OF ADEQUACY OR INADEQUACY OF
TRAINING IN SCHOOL ADMINISTRATION

Adequate	Amount of Training	
	No Training	Some Training
Yes	30	8
No	16	5

The training in school administration is evidently adequate for the average teacher's needs and will serve adequately until the teacher is confronted by some problem in school administration.

TABLE 23

DETERMINATION OF ADEQUACY OR INADEQUACY
OF THE TRAINING IN SPEECH

Adequate	Amount of Training			
	No Training	3 Hours	6 Hours	9 Hours or More
Yes	9	22	6	5
No	17	8	3	0

Table 23 gives some indication as to the opinion of these teachers toward speech training. Twenty-six who have had no training in this field are divided into two groups. One group, and the larger of the two groups, composed of seventeen members are not satisfied because they did not receive training in the field of speech. Nine who did not receive training feel that they are just as well off. They compose the other group. Thirty-three who have had speech training varying from three hours upwards are satisfied with the training and evidently are glad to have it. Eleven who have training of between three and six hours are not satisfied. The facts evidently indicate in this respect that the teacher should have some training in speech and preferably at least three hours.

The remaining items listed in question thirteen (vocational guidance, industrial arts, science and any others) were so scatteringly treated that the replies are not tabulated. There are too few cases involved. Many of the four year graduates have not had training in the vocational guidance field and therefore did not express their feelings on the matter. Industrial arts is not offered at Butler, therefore, this did not seem to bother the group. The other items were inadequately handled by the teachers.

One of the methods of this thesis was to compare the group that is

teaching with the group that is not teaching. There are sixty-one members in the non-teaching group. There are eighteen ex-teachers in the group and forty-three who have never taught. The eighteen ex-teachers have been left in the group because they are probably counter balanced in the teaching group by substitute teachers and graduate assistants. In this portion of the thesis several more comparisons, in addition to one of occupation previously used, will be made.

A comparison was made on the basis of scholarship between the two groups. The result is tabulated in table 24. Here the data were divided into three groups and the status of the groups established. The teaching group had a scholastic average of 1.993. The ex-teachers had a scholastic average of 1.930, and the non-teachers (those who had never taught) had an average of 1.948. The three groups combined had an average of 1.968. The total number of cases for the group was ninety-seven. The distribution for each group was as follows: thirty-nine for the group that had never taught and forty-eight for the group that had taught. There were ten in the group that were ex-teachers.

TABLE 24

SCHOLASTIC AVERAGES

Individuals	Frequency	Average
Non-Teachers	39	1.948
Teachers	48	1.993
Ex-Teachers	10	1.930
Total Group	97	1.968

There is little difference in the groups as far as scholastic average is concerned. They all average about B-.

The number of fields in which the individual had more than twelve

hours credit was compared. Table 25 records the results of this comparison.

This comparison was made because the author felt that a teacher could teach with some degree of success, if necessary, any field in which twelve hours work had been taken in college. This would mean that the teacher had studied that field by attending three classes a week and performing the necessary preparations for the classes over a period of seventy-two weeks. The mode for the non-teaching group was three, while the mode for the teaching group varied between two and three. The average for the non-teaching group was 2.74, and the average for the teaching group was 2.76. Evidently the non-teaching group had specialized less and had a broader education than the teaching group if a comparison of the two groups can be made from these data.

TABLE 25

NUMBER OF FIELDS IN WHICH MORE THAN
TWELVE HOURS WORK WAS EARNED

Non-Teachers		Teachers	
Number of Fields	Frequency	Number of Fields	Frequency
1	2	1	7
2	20	2	29
3	28	3	27
4	9	4	19
5	0	5	2

The number of fields in which the student studied in college may possibly be used as a partial indicator of qualifications for a teacher. Table 26 shows the distribution of these students in regard to the number of fields studied in college. The non-teaching group on the average studied in 8.6 fields, and the teaching group had studied in 9.29 fields. The mode in both distributions was nine fields. The distinctions between the groups seems very vague and probably not enough difference actually exists so that

a definite conclusion may be drawn.

The hypothesis arose that the teachers had spent more time in their major field and were better able to teach their subject matter than the non-teachers. This was followed through, and the results were obtained and recorded in table 27.

TABLE 26

NUMBER OF FIELDS STUDIED IN COLLEGE

Number of Fields	Frequency	
	Non-Teachers	Teachers
4	1	0
5	4	2
6	9	9
7	7	10
8	12	11
9	13	20
10	6	13
11	3	16
12	2	5
13	3	5
14	0	1
15	0	0
16	0	0
17	0	1

The median number of hours obtained in the major field was 34.8 for the non-teachers, while the median number for the teachers was 34.78. The mode for the teachers was thirty-five and the mode for the non-teachers was 30. The average number of hours in the major for the non-teachers was 35.08 and the average for the teachers was 35.5. The conclusion is that there is no real difference in this characteristic. One group seems as well prepared as the other group.

TABLE 27

NUMBER OF HOURS IN THE MAJOR FIELD

Number of Hours	Frequency	
	Non-Teachers	Teachers
48 plus	4	12
45	5	9
43	13	7
38	12	21
33	17	18
28	7	14
23	1	2
18		

Another characteristic which may be used for a comparison of the two groups could be the part they played in extra-curricular activities during their undergraduate training period. For this purpose the copies of Drift were used and the activities traced for each individual who had graduated since 1930. This included most of the group. Table 28 was constructed from these data. The non-teaching group took part on the average in 3.72 activities, and the teaching group had an average of 4.3 activities. The mode in both distributions was the same, five. Eighty-one of the individuals had been listed as taking part in the extra-curricular activities. The teaching group was represented by forty-two and the non-teaching group had listed in its rolls forty-four. Whether the difference in the two groups is significant may be a question. The data shown here will not permit one to draw a definite conclusion.

TABLE 28
PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
DURING UNDERGRADUATE WORK

Number of Activities	Frequency	
	Teaching Group	Non-Teaching Group
1	1	4
2	5	4
3	6	8
4	9	12
5	13	16
6	6	0
7	1	0
8	0	0
9	1	0

The last item mentioned as a finding in this thesis has been previously stated in less detail. Question fourteen of the questionnaire requested that the individual indicate whether the training that he received in subject matter was too specialized or not specialized enough. Table 29 records the replies to that question in relation to the number of fields studied in college and the number of fields in which twelve or more hours credit was earned. Without analyzing the reason for the replies, it must be recognized that sixty stated that their training in subject matter was not specialized enough and that this means that they did not feel that they were adequately prepared to teach their subjects. Twenty-four believed that they were too specialized in their subject matter, and thirteen others felt that they had been adequately prepared. Thus about two-thirds of the number who provided replies to this question felt that their training in subject matter was inadequate. When it becomes necessary to analyze the replies in the relation to the number of fields studied and the number of fields in which twelve hours or more of credit has been earned, there appears to be no definite

TABLE 29
THE DETERMINATION OF ADEQUACY OF TRAINING IN SUBJECT MATTER

Number of Fields Studied	Number of Fields in Which Twelve or More Hours Credit Was Taken	Training Specialized Too Much		Training Adequate		Training Not Specialized Enough	
		Teachers	Non-Teachers	Teachers	Non-Teachers	Teachers	Non-Teachers
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
5	1	2					1
	2						
	3						
	4						
	5						
6	1					1	2
	2					3	
	3	1	1				3
	4		1				
	5						
7	1					3	1
	2	1		1		2	1
	3						
	4	2					
	5						
8	1	1					2
	2	1	1	1		1	1
	3					2	1
	4					1	
	5					1	

TABLE 29 - Continued

THE DETERMINATION OF ADEQUACY OF TRAINING IN SUBJECT MATTER

Number of Fields Studied	Number of Fields in Which Twelve or More Hours Credit was Taken	Training Specialized Too Much		Training Adequate		Training Not Specialized Enough	
		Teachers	Non-Teachers	Teachers	Non-Teachers	Teachers	Non-Teachers
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
9	1	1	1	1		1	2
	2					2	
	3		4	2		3	4
	4						
	5					1	
10	1	1					1
	2	1	1			3	
	3					2	
	4					1	
	5						
11	1	1				1	
	2	2		1		4	1
	3						
	4						
	5						
12	1						2
	2						
	3					1	
	4	1					
	5						

TABLE 29 - Continued
THE DETERMINATION OF ADEQUACY OF TRAINING IN SUBJECT MATTER

Number of Fields Studied	Number of Fields in Which Twelve or More Hours Credit Was Taken	Training Specialized Too Much		Training Adequate		Training Not Specialized Enough	
		Teachers	Non-Teachers	Teachers	Non-Teachers	Teachers	Non-Teachers
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
13	1					1	2
	2						1
	3						
	4					1	
	5						
14	1						
	2						
	3						
	4						
	5						

relationship. The significance of these data collected on question fourteen must be further studied to enable one to draw any conclusions.

CHAPTER III

Question fifteen was placed in the questionnaire to give an opportunity to the group to offer suggestions concerning the teacher training program at Butler University. Ninety-three did reply to the question, and many wrote extensive replies. Some had difficulty, despite the fact that they wrote small or with a typewriter, to include all they wished to say on more than one side of a legal size paper. The remarks were good and bad, and destructive and constructive. Most of them, however, gave very fine answers, and it appears that they were given in a spirit of helpfulness for those who were to use them. Possibly it offered one chance, for those who had not had the opportunity, to express themselves on their training at Butler University and the training of teachers in general. Part of the criticism is directed to state teacher laws and some to the institution or to the departments or the staff members as individuals. For the purpose of clarity the results are divided into two groups. The teaching and the non-teaching groups are treated as separate entries. A few selected answers may be found in Appendix C.

The Teaching Group:

The largest group of suggestions for changing the teaching program at Butler are applied to the practice teaching course. Seventeen teachers thought there should be a longer or more intensive program of teacher training and this should include at least six hours work. There seemed to be no definite stand on whether the teaching should be done in one semester or should cover a period of one school year. It did not seem to make a great deal of difference as long as more was done. Three of the group felt that practice teaching should be done in more than one subject. Practice teach-

ing as conducted by the faculty at Butler was pointed out by one to be poorly conducted. The teacher stated that the supervision and the help given by the faculty adviser was not what it should be.

Two people suggested the following as a method of improving the teacher training program. Practice teaching as carried on by Butler graduates is usually done in the Indianapolis schools. There is an advantage of doing this work in the Indianapolis school systems. It is near at home, a fine group of teachers are present, and a wealth of working materials is available. The last item is where the problem arises that is pointed out by these two people. They think that rural schools should be used in cadet teaching because in that situation will be found conditions nearer to what the beginning teacher will find when he enters the teaching profession. The first position is usually obtained in a small school. There is a question of how this could be carried on. It might be possible to use some of the rural schools, and by placing three or four teachers in the school at the same period it will enable them to ride to the school together for the day's work and return from the school together. The result may increase the cost of transportation, but the critic teachers would probably not desire pay and would look upon the cadet teacher as a possible source of help rather than another burden as many of the city teachers do. Another request made by one individual is that a certain portion of the cadet teaching training period should be followed by a complete absence of the critic teacher from the room and the complete control handed to the student teacher.

It may seem that the criticism given so far has been of a negative nature. Someone said that criticism of this type should not be given unless something else should be offered in its place as an improvement. Surely

many methods of improving the course in cadet teaching were offered.

The methods courses were the next scene of dissatisfaction. Twelve individuals criticized the methods courses. The usual basis for criticism was that they were too theoretical for the use of the average teacher in everyday duties. They were impractical may be another way of stating the same idea. Nine individuals scored remarks on that point. One individual stated that the course was too brief for general use. Unfortunately, the methods courses were criticized for the most part in one division. Six teachers criticized the methods course in English. The criticisms of the course were: too theoretical, too out of date, and not enough devoted to the methods of teaching grammar and as a result too much was devoted to the teaching of literature. The course was also too advanced for the students and more adapted to teachers of English rather than prospective teachers of English.

Two methods for improving the methods course in general were suggested. The first method would be to analyze the methods now used in some progressive high school and to visit that school and see how the methods used actually work out in practice. The second method would be to use a good high school text book in the methods class and go through it from cover to cover and analyze methods of teaching each section of the book.

The third group of criticisms were directed at the subject matter preparation which twelve say should be more specialized and six say it should not be more specialized but the teacher should have less specialization and in place of it should get a broad general education.

The fourth group was directed at the courses in education other than those of the methods courses and practice teaching. Six want to spend less time on education courses and more time in the preparation of subject matter.

Six indicated that the course in psychology should be extended and made to include a year of general psychology and possibly a year of applied psychology and under a man who could vitalize the course. It seems that the present psychologists teach on the theory of constant stimuli and as one put it, "They say the same thing over and over again until both the class and teacher fall asleep." Some wished they had more training in the organizing and conducting of extra-curricular courses. One individual stated that the education courses did not teach the individual to adapt to variety of environments which may be met in the teaching profession. Methods of adapting to rural communities was not taught.

The School of Business Administration was criticized because it did not offer training in the use of office machines by three commercial teachers. Now in this case three means almost the whole of the commercial teachers involved who had to teach an all-around course in commercial science.

Seven complained that the lack of guidance by the staff was a severe problem. The student who seeks advice might be shuffled around to half a dozen people before any results are obtained, if any are obtained. No one is willing to assume any responsibility that someone else might be able to handle.

Four state that Secondary Education and Principles of High School Teaching as courses are too closely connected, and monotony arises from them when they are taken together. The feeling is that they should be combined or revitalized or done away with.

Three request more grammar in the English courses and less work in literature.

Four state that there ought to be more speech courses and that everybody ought to be required to take at least three hours in speech training

before obtaining a license to teach.

A final conclusion, and mentioned by two people, is that inadequate training is given in general science. As the situation was explained to the author, a great many general science courses, and this is especially true in the Indianapolis schools, are set up on a two-year program with the course divided into four quarters. One quarter each is devoted to electricity, heat, mechanics, and physiography, and the question arises as to where can the student get all the preparation for that course at Butler. The solution will probably be found by providing a program in general science.

Non-Teaching Group:

The non-teaching group was not so profuse in the criticisms or remarks for improving the program. Many felt that they were not qualified to comment on the training program because they had not taught.

The larger portion of the comments were directed toward the education courses.

The remarks that many of the courses in education were too theoretical and unusable in the teaching profession were made several times. Two indicated that there was a great similarity in the courses called Secondary Education and Principles of High School Teaching. One suggested that there was little training in the organization and administration of the extra-curricular activities for the undergraduate student. Three thought that the more practice teaching that a student was able to take, the better off the teacher would be in the first teaching position. The suggestion was made again that practice teaching should be done in more than one field. As with the group of teachers, the comment again appeared that the student should have more adequate supervision from the Supervisor of Student Teaching.

Another portion, and the second largest group, commented on the lack of guidance by the faculty members during the training period. These people, and there are seven, charge that the guidance was (1) hard to get; (2) when it was received it was often questionable as to its value, and (3) too many professors had to be seen to answer one question.

A few declared that the teacher license requirements were not adequately explained and at the completion of training it was doubtful whether the license could be obtained. The explanation for this remark, which the author feels personally is not true, lies in the fact that too many students who have studied in other colleges of the University rather than in the School of Education either do not seek advice from the correct person or decide on the last moment to study for teaching and in the time left cannot possibly be prepared before graduation.

Four people stated that the majority of the students at Butler specialized too much. Many teachers did not realize that the prospective teacher would probably obtain the first position in a small school where more than two fields must be taught. In contrast one said that the training was not specialized enough and teachers did not know their subject matter too well. Evidently the prospective teacher must observe that the specializing in not more than two fields will leave the student out of a job and if specialization occurs in more than two fields no job will be obtained because the teacher does not know enough about his subjects. The happy medium lies somewhere, but where?

Four said that the methods courses taken were useless in the field of teaching. The courses were too theoretical and not up to date. Evidently one student did think they were up to date because he stated that the schools in which his teaching was done were not desiring the new techniques that the

college was teaching. One recommended that the methods course be given after the course in practice teaching was concluded. Three of the four criticisms were directed towards the course in the methods of teaching English.

Three recommended that the students in English be required to do more work in grammar than had been done in the past. Many students come from rural schools, and the deficiencies in grammar should be corrected by the college. The teachers also were not taught enough grammar to teach it.

Speech courses for all were requested by three. This should be made a requirement. The ability to perform before the class was recognized as a primary asset of the teacher.

The physical education department scored two comments. It is charged that the department does not offer adequate physical training for the women teachers. Another charge was made that the department had excellent equipment but the personnel was so poorly organized that the equipment was of no value.

Two believe that the program of the placement office did not function as it should.

One suggestion was made by a graduate of the class of 1940. This graduate, a girl, suggested that the School of Education should establish a personality clinic for prospective teachers. The function of this clinic would be to permit only emotionally stable and what is classified as "adequate" individuals to prepare for the teaching profession. Also, physically abnormal students with defects that would irritate students should be eliminated from the profession.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations may be drawn from the answers to the questions contained in the questionnaire.

1. About three-fourths of those who prepared to teach actually did teach.
2. Eighteen left the teaching profession for various reasons. Marriage was the most frequent reason.
3. Ninety-nine teachers are represented in the study and of that group sixty-eight are full time teachers and the remainder of the group can be classified in other phases of education. Principals, supervisors, substitute teachers, graduate assistants, and department heads are the categories in which the thirty-one fall. The proportion of administrators is not high because a large portion of the group has only recently graduated and by state regulations would not be eligible to obtain administrator's licenses.
4. The majority of the teachers teach in Indiana. Only eight now teach outside of Indiana. Forty-eight of the ninety-nine teachers are teaching in Indianapolis schools.
5. The status of the graduate work of the teaching group is worthy of attention. Five of the ninety-nine do not intend to take graduate work. Eighteen of the group have Master's degrees and thirty others are working for that degree. Four of the group are studying for the Doctor's degree but no one has obtained that degree as yet. These figures would be considerably changed if all the members of the group had the opportunity to do graduate work. Many of the more recent graduates have not

had the same opportunity as many of the older graduates have had.

6. The non-teaching group has not advanced as far in graduate work as has the teaching group. The probable need for advanced work may not be as great. Seven have obtained the Master's degree and seven more are working for that degree. One is working for the Doctor of Philosophy degree.

7. The graduate work of the group as a whole covered many fields of endeavor. Twenty-three studied in the field of education and represent present or potential school administrators. Thirty-nine have found it feasible to study in the academic fields. English, history, and botany are the subjects which occur most frequently.

The teaching load of the group may be summarized as follows:

1. The group as a whole sponsors two extra-curricular activities and spends on the average six hours per week in directing these activities.
2. Teachers on the average teach twenty-seven classes per week.
3. The group has an average of 650 pupil periods per week which is 100 less than the recommended maximum of 750 set by the North Central Association.
4. Two-thirds of the teachers teach in two or more fields and of the one-third, or twenty-five, that teach in only one field eighteen are teaching in the Indianapolis school system.
5. The group on the average had to make three preparations per day.
6. Teaching combinations are still very much confused. There appears to be no standardization taking place in the teaching combinations. History or English or physical education will probably make good subjects to combine with any other field to make a teaching combination.
7. Nearly one-third of the teachers found it necessary to use a permit to

teach subjects in which they were not prepared well enough to qualify them to hold a license.

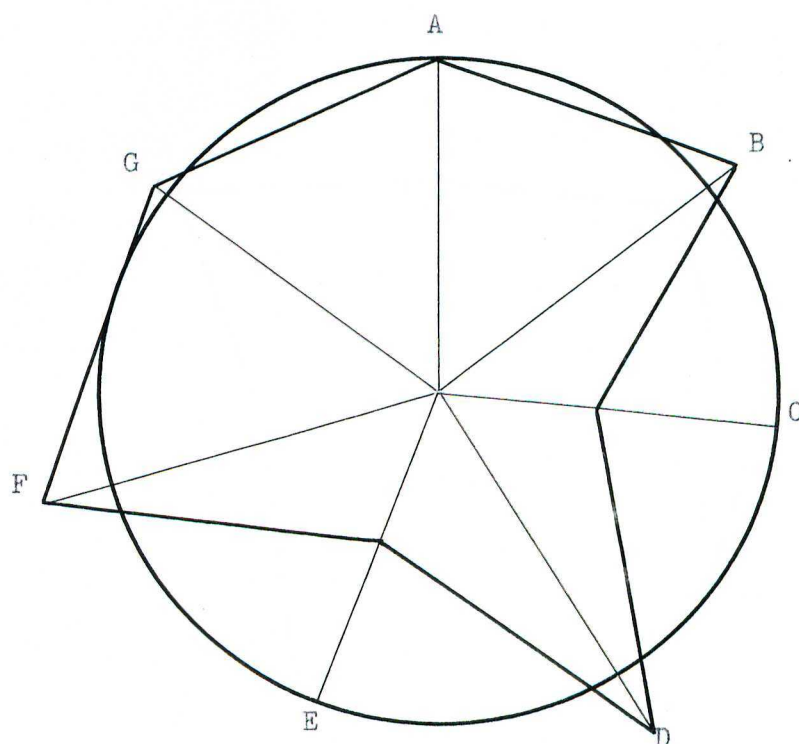
The summary of the teaching load may be found in Plates I, II, III, and IV. These plates are offered as a means of measuring the teaching load. By studying the plates the impression gained is that of a circle. The circle has seven radii and each radius represents an average established by each component of the teaching load in this thesis. The exception is radius G, which represents the relative difficulty of the subjects taught as determined by Brown and Fritzscheier. English I is used as the basis and is given the value of 1.00. The other radii are: radius A, number of preparations per day; radius B, number of classes per week; radius C, number of different fields in which the teacher teaches; radius D, number of pupil periods per week; radius E, number of extra-curricular activities sponsored and radius F, the time spent in extra-curricular activities per week. The circle represents the average teacher and the figure superimposed on the circle the load of a single teacher. Each plate represents the load of a teacher in comparison to the average load of the teachers in this study. The end result is a quick picture of the individual teacher's load as compared with the average teacher's load and in addition the components that make up the load can be seen.

Question thirteen requested the teaching group to evaluate the training they received in the subjects listed as to their adequacy or inadequacy. The results of this question are:

1. The training on practice teaching is adequate although very few had over three hours credit in that phase of teacher education.
2. The training in psychology will be adequate if at least six hours credit is earned. A few have had more than six hours.

PLATE I

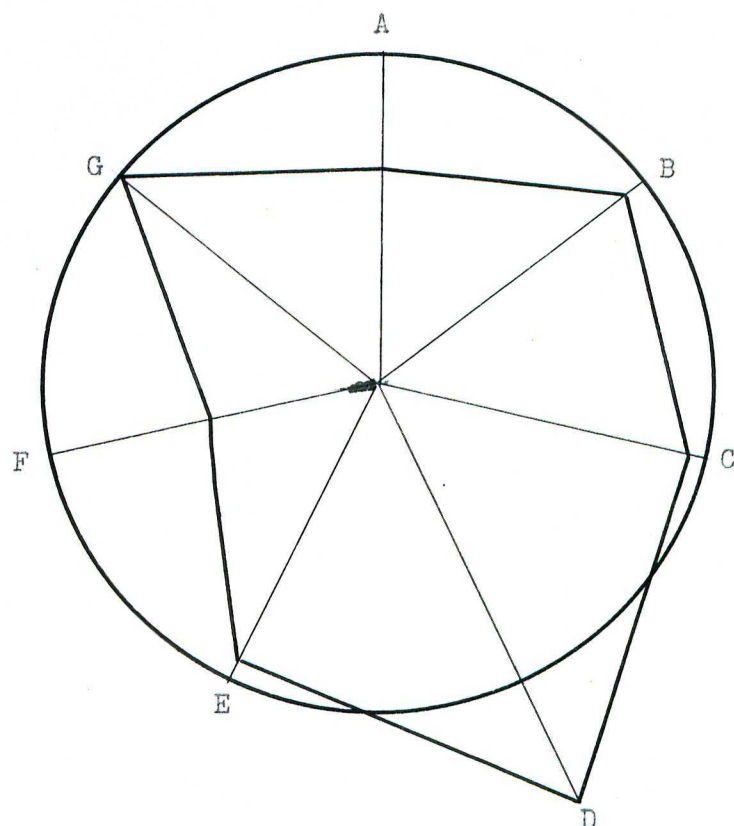
THE TEACHING LOAD



- Radius A Number of preparations per day mean 3.02
- Radius B Number of classes per week mean 27.13
- Radius C Number of different fields in which the teacher works mean 2.13
- Radius D Number of pupil-periods per week mean 650.85
- Radius E Number of extra-curricular activities sponsored mean 2.1
- Radius F Amount of time spent on extra-curricular activities per week mean 5.84 hours
- Radius G Relative difficulty of the subjects taught with English used as the index and having a value of 1.00

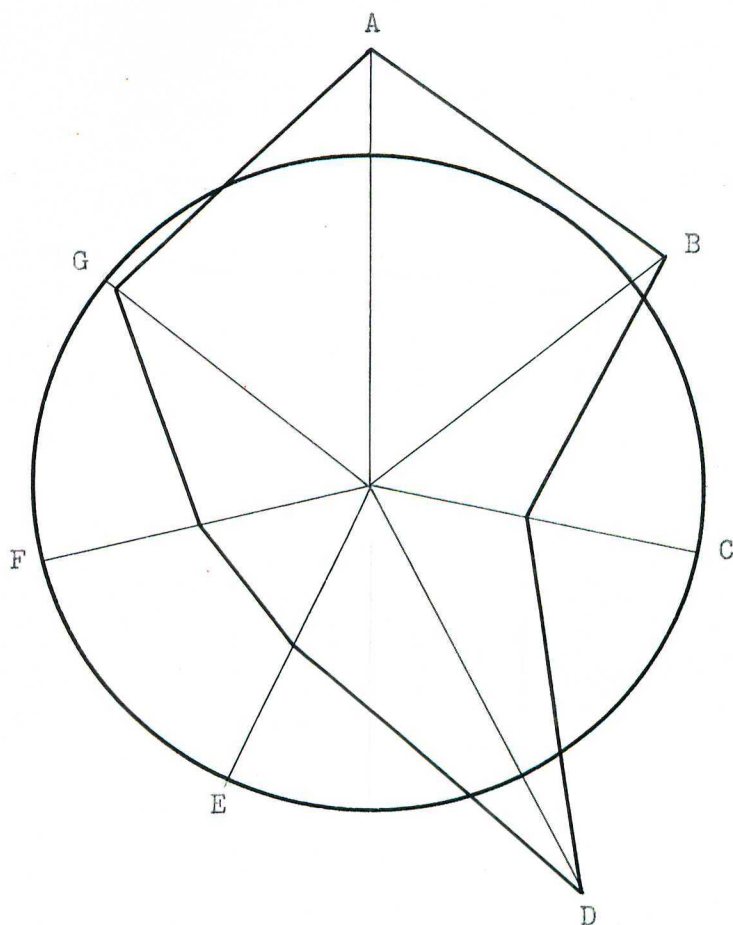
PLATE II

THE TEACHING LOAD



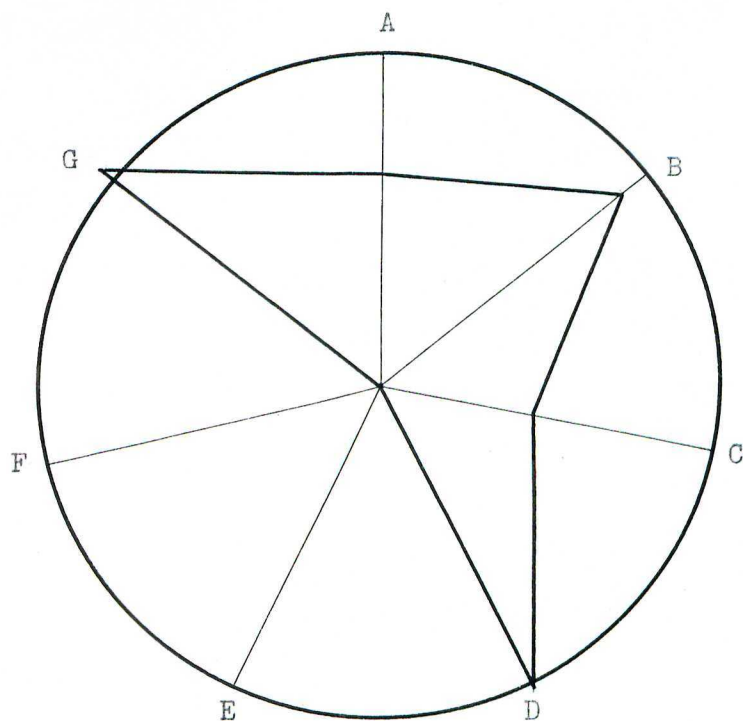
- Radius A Number of preparations per day mean 3.02
- Radius B Number of classes per week mean 27.13
- Radius C Number of different fields in which the teacher works mean 2.13
- Radius D Number of pupil-periods per week mean 650.85
- Radius E Number of extra-curricular activities sponsored mean 2.1
- Radius F Amount of time spent on extra-curricular activities per week mean 5.84 hours
- Radius G Relative difficulty of the subjects taught with English used as the index and having a value of 1.00

PLATE III
THE TEACHING LOAD



Radius A	Number of preparations per day	mean 3.02
Radius B	Number of classes per week	mean 27.13
Radius C	Number of different fields in which the teacher works	mean 2.13
Radius D	Number of pupil-periods per week	mean 650.85
Radius E	Number of extra-curricular activities sponsored	mean 2.1
Radius F	Amount of time spent on extra-curricular activities per week	mean 5.84 hours
Radius G	Relative difficulty of the subjects taught with English used as the index and having a value of 1.00	

PLATE IV
THE TEACHING LOAD



- Radius A Number of preparations per day mean 3.02
 Radius B Number of classes per week mean 27.13
 Radius C Number of different fields in which the teacher works mean 2.13
 Radius D Number of pupil-periods per week mean 650.85
 Radius E Number of extra-curricular activities sponsored mean 2.1
 Radius F Amount of time spent on extra-curricular activities per week mean 5.84 hours
 Radius G Relative difficulty of the subjects taught with English used as the index and having a value of 1.00

3. It appears that at least fifteen hours should be spent in the study of English and that more of the time should be devoted to the study of grammar.

4. If the training in methods is to be adequate it should be done in two fields.

5. The training in school administration is adequate without any definite course in that field for the average teacher.

6. Three hours in speech training will best serve the needs of the group.

The following comparisons were determined for the teaching and non-teaching group:

1. There is no significant difference in the scholastic average of the two groups.

2. There is no significant difference in the number of fields studied in college.

3. There is no significant difference in the number of fields in which twelve or more hours credit has been earned.

4. There is no distinguishable difference in the number of hours earned in the major field.

5. There is little difference in the number of extra-curricular activities entered into in college. The actual difference is .58.

6. Sixty-two per cent of the group do not feel that the training in subject matter was adequate to satisfy their needs and the replies to this question bear little or no relationship to the number of fields studied in college or to the number of fields in which twelve or more hours of credit was earned.

Question fifteen provided the opportunity for those who desired to do so to comment on the training program at Butler University. Many of their comments are made in the form of recommendations and will be treated as such.

Chapter III, which was written from material derived from the answers to question fifteen, may well be read as a part of the conclusions.

One of the objects of this thesis was to evaluate the teacher training program at Butler University with the view of deciding its adequacy. The program has proved adequate for the following reasons:

1. Seventy-five per cent of those who prepared to teach actually found that opportunity! That is a high percentage.
2. The teachers are carrying on their teaching positions successfully or they would not be employed.
3. Nearly fifty per cent of the teachers are employed in the Indianapolis school system and it is a well known fact that large city schools hire the best they can get.
4. The teachers represented here are carrying average loads and in the extra-curricular activities they carry almost twice as much as the average teacher.
5. Although no data has been presented in this paper to qualify the statement it is a well known fact that the staff of the School of Education at Butler University consists almost entirely of teachers who have had actual experiences in the public school systems. They are well acquainted with the public schools.
6. Butler University is accredited by the state and this means that the training program is adequate.
7. The cause for unemployment in the teaching field cannot be found in the training program as studied in this thesis. The non-teaching group appears to be just as well prepared as those who are teaching.
8. The training of the teachers is comparable to that offered by other

training institutions. The standards are equal.

The second question to be solved by this thesis was to determine how the program could be modified to improve it. Although the program is adequate there are some secondary items which will help to improve the training program. The number of recommendations should not be alarming because they resemble the small dog whose bark may be much worse than its bite could ever be. These recommendations are largely drawn from the replies to question fifteen.

A. Recommendations regarding subject matter training.

1. Inasmuch as sixty-two per cent are dissatisfied with their training and coupled with the fact the thirty-nine found it feasible to do graduate work in the academic field it would be well to study this phase of the program to a greater extent.
2. More adequate training in general science.
3. More adequate training in the use of office machines.

B. Recommendations for training in speech.

1. At least three hours work should be required in speech and more if any individual needs it.

C. Recommendations for practice teaching.

1. At least six hours should be taken in this field.
2. The teaching should be done in two subjects.
3. At least half of the teaching should be carried on in a rural school.
4. If possible a suspension of all other classes should be made during the practice teaching period if the six hours is carried in one semester. A future recommendation requests a five-year training period and the practice teaching should be carried on in the last half of the fifth year.

5. A more adequate system of supervision should be established for the student teachers.

D. Recommendations for other education courses.

1. The conflict which occurs between the courses in Secondary Education and the Principles of High School Teaching should be removed.
2. A course in general psychology should replace the first semester in educational psychology and the second semester should be applied educational psychology.

E. Recommendations for the methods courses.

1. The course in the methods of teaching English should be very vigorously investigated in order to seek means of improving this course.

F. Recommendations for English training.

1. At least fifteen hours work should be required of all teachers and the work should include more training in grammar.

G. Recommendations for the guidance program of the staff.

1. More adequate guidance should be provided and if necessary definite interview periods should be established for each student and compulsory attendance should be required.
2. More outside class room activities should be sponsored by the staff. They should include seminars in all fields, luncheons, roundtables, assemblies and lectures. Possibly some departments do not see the opportunity for field trips but there are many opportunities. The school of education could conveniently provide field trips to the schools of all types in Indiana, etc.

H. Recommendations in general for the program.

1. The training period should be five years in length. The culmination

of the fourth year should be in the awarding of the baccalaureate degree. The fifth year should be open to only those which the school is willing to recommend unconditionally as teachers and membership in the group should be considered an honor. The question of whether an advance degree should be awarded at the end of the fifth year or whether a professional certificate should be awarded may be decided later.

In summary it would be well to review the purposes of the study. The training program was questioned as to its adequacy and data demonstrates that it has proved adequate. Recommendations for improving the program were sought and these have been outlined. Many of course appear unfeasible not only because of time but because of money, but some can be put in operation and some have already been provided for.

APPENDIX

APPENDIX

APPENDIX

1. Are you teaching at present? (If yes, where? In what position?)
2. If so what post are you holding? (If yes, where? In what position?)
3. If you are not now teaching, what was your last position? (If yes, where? In what position?)
4. Have you taken any post-graduate course? (If yes, where? In what position?)
5. Have you obtained your M.A. degree? (If yes, where? In what position?)
6. Are you working for your M.A. degree? (If yes, where? In what position?)
7. Have you obtained your M.A. degree? (If yes, where? In what position?)
8. Are you working for your M.A. degree? (If yes, where? In what position?)
9. Do you intend to take any post-graduate course? (If yes, where? In what position?)
10. Do you expect any extraordinary collection? (If yes, where? In what position?)
11. Do you ever obtain a certificate of merit? (If yes, where? In what position?)
12. What subjects do you teach? (If yes, where? In what position?)

APPENDIX AND BIBLIOGRAPHY

Subject: _____
 Period: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

APPENDIX A

SAMPLE QUESTIONNAIRE

No. _____

QUESTIONNAIRE

- 1 Are you teaching at present? (check which) Yes _____ No _____
- 2 If so what position do you hold? (a) Principal (b) Ass't. Principal
(c) Dept. Head (d) Teacher (e) Special Classification (includes
any special administrative duties not mentioned above). (Under-
line position)
- 3 If you are not now teaching how many years after graduation did you
teach? _____
- 4 Have you taken any post-graduate work? Yes _____ No _____
- 5 Have you obtained your Master's degree? Yes _____ No _____
When? _____ What field? _____
- 6 Are you working for your Master's degree? Yes _____ No _____
- 7 Have you obtained a Doctor's degree? Yes _____ No _____
When? _____ What field? _____
- 8 Are you working for your Doctor's degree? Yes _____ No _____
What field? _____
- 9 Do you intend to take any post-graduate work? Yes _____ No _____
- 10 Do you sponsor any extracurricular activities? Yes _____ No _____
How many? _____ How many hours a week do you spend on extra-
curricular activities? _____
- 11 Did you ever obtain a permit to teach a subject not covered by your
license? Yes _____ No _____ How many permits? _____ For what subjects?

- 12 What subjects do you teach? Fill in chart below for your teaching load
the first semester of the present school year.

Subject	Length of class period	No. of class periods per day	No. of	Name and Location of School
			Pupils in Class	
1				
2				
3				
4				
5				
6				
7				

QUESTIONNAIRE - Continued

- 13 From your experience in teaching do you feel that your undergraduate training in the following subjects was adequate?

Psychology	Yes_____No_____
Practice Teaching	Yes_____No_____
English	Yes_____No_____
Teaching Methods	Yes_____No_____
School Administration	Yes_____No_____
Public Speaking	Yes_____No_____
Vocational Guidance	Yes_____No_____
Industrial Arts	Yes_____No_____
Science (chemistry, biology, physics)	Yes_____No_____
Other subjects: (List those you wish)	
_____	Yes_____No_____
_____	Yes_____No_____
_____	Yes_____No_____
_____	Yes_____No_____

- 14 Do you believe that your subject matter preparation was (a) too specialized (b) Not specialized enough (underline correct item)
- 15 What suggestions or criticisms have you of the training given to prospective teachers at Butler University? You may write on the other side of this sheet if you wish.

APPENDIX B

TEACHING COMBINATIONS AND SUBJECTS

	Frequency
History-social studies	5
Physical education	4
Home economics	4
Commercial science	4
Music-art	3
English	3
English-physical education	3
History-physical education	3
Physical education-physiology	2
English-art	2
English-social studies	2
History-health-physical education	2
Mathematics	2
English-speech	2
Botany	2
Librarian-librarian science	1
Biology-librarian	1
Music-English	1
Speech-chemistry	1
Music	1
Music-home economics	1
History-biology-English	1

	Frequency
English-social studies-librarian	1
English-languages-librarian	1
English-librarian	1
Comm. science-gen. science-biology-health-physical education	1
Home economics-librarian-safety-biology	1
Home economics-mathematics-social studies-physical education-general science	1
Mathematics-history-English-physical education	1
General science	1
English-German	1
English-commercial science	1
Art-commercial science	1
Latin-English	1
History-music	1
General science-biology-chemistry	1
Manual arts-English	1
Mathematics-history	1
History-health	1
English-speech-physical education-Latin	1
Home economics-Latin	1
Home economics-English-Latin	1
Commercial science-physiography	1
Commercial science-physical education	1
Home economics-art	1
Speech	1

	Frequency
Commercial science-social science	1
Biology	1
Latin-Greek	1
German-Spanish-drawing	1
Social science-Latin	1
Mathematics-English-Latin	1

Teacher of English, (English, and ...)

... ..

"It seems to me that the
 more definite
 should be given to the
 teaching.
 students might then get more

"I am APPENDIX C

"My major
 SELECTED REPLIES
 TO QUESTION 15

teaching was
 Shortridge there a
 strictly
 observed

"When I
 time
 teaching English
 and physical
 my

"In
 physical
 students in
 would

Teacher of English, Safety, and Physical Education.

"It seems to me that too many courses were too general. Something more definite is needed in methods courses. More thought and consideration should be given to the class and subject in which students do practice teaching. Practice teaching should be done in more than one subject. A student might then get more value from practice teaching.

"I can probably explain better by relating my own experience.

"My major subject in College was Physical Education. My practice teaching was done in Physical Education. I took my practice teaching at Shortridge where I taught an advanced physical education class. There were ninety-six girls in the class. I had plenty of equipment to work with. I observed a few English classes but never taught one.

"When I started teaching I found that what I had learned in practice teaching would not apply. In my first job I had all classroom work teaching English and health (3rd grade to 8th grade) with the exception of one physical education class in which there were 25 girls that had never had any physical education. There was no equipment.

"In my second position I had four English classes a day and one physical education class twice a week. Some of my English classes had 50 students in them. In my present position I teach a little more physical education still it in no way compares with my practice teaching."

Teacher of Health, Geography, Spelling, Chemistry, Biology, General Science, Visual Education.

"My personal opinion is that not enough subject matter preparation is required. Professional requirements are sufficient for the beginner as I have found that much more is learned in actual teaching in one years time than could be learned in several semester's study of how to teach. I have been very fortunate in working with an excellent principal and one who is a good administrator. As a result I believe my teaching has shown a definite and steady improvement. But I have found it necessary to take post-graduate work in order to keep my department up to a high standard.

"I believe there is also a need for training in preparation and giving of tests, grading, supervision of study halls, discipline problems, etcetera.

"It has been several years since I took my teacher's training and no doubt the training received by present day students is much more complete and adequate than then. Nevertheless, I believe most beginning teachers have insufficient knowledge:-

1. of subject matter, and
2. how to present it to their pupils in a way in which they will grasp it.

Here is a friendly criticism which I make. The College requires 20 semesters of English for the B.S. degree in Education. I have no quarrel to pick with the English Department but personally I believe half of those hours would be sufficient, except for English majors, and would give time for an additional years work in some teaching subject, which would be of far greater value to the prospective teacher."

Teacher of Commercial Subjects

"Not enough actual skill subjects -- mimeographing and shorthand dictation seem to be neglected in my own personal case.

"In teaching methods, Butler seems to be lacking:--

1. Using high school texts to give prospective teachers familiarity with texts.
2. Practice in giving necessary assignments to high school classes.
3. Practice in grading papers for classes -- stressing fairness to student from his standpoint.
4. Giving prospective teacher familiarity with state courses of study - how much material is required by state - texts required - standards of achievement."

Teacher of Elementary Subjects also a Principal of an Elementary School

"As a whole I believe the training I received for teaching at Butler University was very helpful. Stress more time on psychology. Teachers must know their psychology to be successful teachers. Students must be handled as individuals rather than a group. Each child is a problem."

The use of words of these students. This study does not permit the application of any principles.

"I believe, also, that the time to be devoted to a license in four years of college work, the degree should be as high as possible for greater specialization in the chosen field. Greater emphasis should be placed on English and mathematics, not less on languages, social sciences, history, of course, one is working for a license in these fields."

Teacher of Biology and Coach of Athletics

"I feel that much of the work taken in the field of education could easily be eliminated and more practical courses taken in the specialized field. In the majority of cases the teaching load is too heavy and the courses too varied, especially for the beginning teacher, to warrant the use of some of these studies. Time simply does not permit the application of many principles.

"I believe, also, that if one is to obtain a license in four years of college work, the courses should be so modified as to allow for greater specialization in the chosen field. Greater emphasis should be placed on English and mathematics, and less on languages, social sciences, unless, of course, one is working for a license in those fields."

Teacher of Public Speaking

"I believe that the training which I had, especially in the College of Education, tried to impress upon the students the idea that its courses were no snap. As a result I think they were most impractical. It would be interesting to see some of the teachers there trying to apply their beautiful theories on high school students. Please don't think me cynical, but I hate to see new teachers start in as I did -- Confused and lost. Colleges seem to have the idea that Professors must be dignified elders with a lot of letters behind their names. Actual close contact with students and Present Problems are essential -- something I did not get in certain Education classes."

Teacher of History

"If it were possible to plan my college course again on the basis of my teaching experience I should certainly take as much work in the fields which I expect to teach as possible. Although it is, of course, impossible to present material in too specialized a form on the high school level, it seems to me that no teacher who does not herself have a solid information background of subject matter can succeed. I believe that this background cannot be acquired simply by filling the minimum number of hours required for a license.

"Every beginning teacher, I believe, has felt the need for more adequate preparation through practice teaching under supervisors who will take their work seriously in the matter of helpful criticism and suggestion. I should think that more than 3 hours of practice teaching would be valuable to the students preparing to teach."

Teacher of English

2. Give students an understanding of the child as an individual-
cases studies, etcetera.
3. Teach students to be a teacher of children."

Part-time Substitute Teacher in English and Social Studies

"Require a speech course for every teacher! 'Practice Teaching' and the 'Methods' courses in the subjects to be taught are most valuable. 'Psychology' is excellent! There should be an emphasis on classroom technique and discipline — mainly attention-getting and challenging techniques for 7, 8 and 9th graders. The practical rather than the theoretical side of teaching should receive emphasis in college courses! It is a fine thing to know the goals of teaching, but it is quite another to achieve those goals in a classroom with 'live-wire' boys and girls to cope with. They aren't aware of any goals. It is difficult for a beginning teacher to see beyond every day routine, and that is where the inspiration and philosophy she gained in her college courses is valuable. So some theory is need of course.

"The greatest problem for a college graduate, adequately trained and eager though she may be, is to secure a position. The field is overcrowded and unfortunately one can't secure a license in more than two or three subjects during a four year college course. If some provision might be made so that a college student, planning to teach, could secure more licenses, the **chances** of placement would be much greater.

"Lack of experience is another handicap. Perhaps a year of Practice Teaching, instead of one semester, might remedy this situation for high school teachers. Surely Practice Teaching, if carried to completion, is 'experience'?

"I sincerely hope that in the future Butler University will instruct its teacher-graduates in the technique of securing a position. Naturally

the placement bureau cannot secure positions for all of us, but if we had known the 'in-and-outs' of our chosen profession when we left college, I believe there would be fewer bewildered, disillusioned young people who were forced to give up the idea of teaching when it had been their life's ambition. I know you will find that in my graduating class of 1939 a large percentage of those graduates who held teacher's licenses and were active in Kappa Delta Pi, are now engaged in other fields of endeavor and will probably never teach, although they spent four years preparing to teach and lack training in other fields. In many cases they were forced to take work in a much lower economic bracket. This is a tragic truth. Perhaps the answer is: When in college never limit your field of preparation — take an all-round, practical course and be prepared for Reality!"

...and, as a language teacher, know how to read, write, and speak fluently the languages that he is teaching. Nothing lowers the standards of teachers so fast as the feeling that the "don't know's" and "I have something to say" are released for this very reason. Also, for a language teacher, I think that the following fields are a necessary basis: English, history, philosophy, and psychology. In fact, every teacher, I believe, should have this cultural background. Besides, I have found, that nothing is more so helpful in giving one confidence as a course in public speaking.

"From experience and training, I should advise you to get a good general cultural background and an excellent teacher and take less work in general. I advise you to take the requirements that there are no exceptions, but to say that you are the only one I've ever seen who is here. There are many people who are here, but not the author's course, and right now teaching. But the author's course is

Teacher of Spanish, German, and Drawing will also discover, I believe, that this is also the consensus of opinion among most teachers whom I have

As for "My advice to any prospective teacher is highly personal and based upon my own experiences. First of all, a teacher must have 'horse-sense' and be level-headed as well as adaptable to doing many unexpected duties. Teaching is more than going to class for six or seven periods. Here in a boarding school, it is a twenty-four hour a day job including such duties as athletics, advising, dormitory supervision, chaperonage, etcetera. Anyone thinking that a teacher has a 'snap' and who is not in love with his work, had better give up as a failure.

"I should say, first of all, that a teacher should be highly specialized in subject matter and should, if a language teacher, know how to read, write, and speak fluently the languages that he is teaching. Nothing lowers the students' teacher-respect so much as the feeling that 'he doesn't know', and I have seen many teachers released for this very reason. Also, for a language teacher, I should say the following fields are a necessary basis: English, history, philosophy, and mythology. In fact, every teacher, I believe, should have this cultural background. Besides, I have found, that nothing is quite so helpful in giving ease and poise as a course in public speaking.

"From experience and training, I should advise spending more time getting a good substantial cultural background and mastering subject matter and take less work in professional courses. I realize that due to state requirements that this is impossible, but to me, three courses are the only ones I've ever been glad to have had. These are: Principles of teaching, one methods course, and practice teaching. Too many professional courses

are time consuming and are of no practical value whatsoever. I believe that this is also the consensus of opinion among most teachers whom I know. As for language teachers, I should like to see it enacted that they be required to know two foreign languages, for a knowledge of one is really inadequate and will be regretted later -- especially when one seeks an advanced degree.

Graduate Assistant in Botany

"Most of the students I have known have entered educational courses with the expectation of merely 'getting off the requirements'. This seems to me to mean either; 1) that these students lack enough interest to be placed in the teaching field or, 2) the approach to the courses needs to be 'vitalized'. The fundamentals of each course seem to be based upon common sense and judgment which the prospective teacher should know. Butler gives the essentials — I believe every teacher has to learn a great proportion of his technique by experience anyway. Maybe it would take just one course to stress what a teacher needs: adaptability (and that isn't taught!)

Teacher of Social Studies and Latin I

"The student teacher has so little knowledge of the extra duties performed by a teacher in addition to class room work. The clerical work of the roll room is in itself a strange, difficult task. If more preparation for extra-curricular work might be provided, it would be helpful. The extra-curricular activity of the university is a far cry from that of the high school."

Student should be told the "clear-cut" facts.

"I also believe that theory is important in the training of practical teaching.

"It is my firm belief that your teaching philosophy program has not achieved any appreciable results.

"By the way, Mr. [Name] and Dr. [Name] are [Name] members of the teaching profession; your institution would be greatly benefited by their [Name] or their college."

Was a Teacher of History and Spanish

"I think there is a lack of interest shown in the guidance or selection of courses for underclassmen. By that I mean a student is permitted to become a Senior before he is introduced to the opportunities in his selected fields. I believe a little more attention to the undergraduates would remedy this situation. False professional prejudices should not encourage an instructor to extoll the opportunities of his field. The student should be told the 'clear-cut' facts.

"I also believe that theory is emphasized at the expense of practical training.

"It is my firm belief that your teacher placement program does not achieve any appreciable results.

"Dr. _____ and Dr. _____ are splendid examples of the teaching profession; your institution would be greatly improved by more men of their caliber."

Non-teaching *and English*

"After graduation in January, 1938, I have several teaching positions offered to me outside the city, but I did not accept. After two years I married.

"I have no words but praise for the teacher training work at Butler. It has helped me a great deal in my work as teacher of a class of high school girls at my church, as sponsor of a youth worship committee, and as advisor and counselor of a high school age discussion group.

"For your information -- I hold a license to teach high school English and French."

"Of course, I don't know if I have any more to say, but I have the impression I got that."

Did Teach German and English

"It has been quite a while since I took courses in Education, but I believe that at the time I was taking those courses I felt that Principles in High School Teaching, Secondary Education, and Practice Teaching were too much alike in that we read the same books advised as outside reading over and over again and that these books were alike in their subject matter. In these courses we always had to read the books advised and then hand in papers which, I doubt, that all the professors read — of course, there were exceptions.

"In Methods of Teaching English we read several books which were 'dubbed' by the teacher 'inspirational' books and which taught us nothing about methods of teaching. We learned to diagram but who is taught that in high school? How about a course in grammar? I think that high schools pupils are woefully ignorant of grammar. When a high-school pupil comes to college intending to teach English later on and when the college offers no grammar course, the graduate will have difficulty in attempting to teach it.

"I feel that the courses I took were too cut-and-dried in their subject matter. I believe that these courses can be made more practical, less theoretical.

"The Practice Teaching course was a very good course, but when I took it, I had to read a number of books in order to write the answers to questions in a blue book which was 'turned in' at the end of the semester. This book was very similar to the Secondary Education and Principles of High School Teaching courses. Why repeat?

"Of course, I don't know the circumstances there now, but that's the impression I got then."

Did Teach English and Latin

"My essential criticism from my own experience is that prospective teachers are trained to fill positions in large city systems whereas the majority have to be satisfied with rural schools at first, at least. In such smaller system the teacher must be a Jack of all trades and to a certain extent — master of many. Few small school teachers teach only the two subjects (or one) in which they major in college. Instead of so much specialization in one line — why not a good foundation in several subjects which are considered good combinations according to surveys of the present and prospective needs. Especially should the prospective teacher become conversant with literature of all peoples and all times. It's amazing the number of students who can converse interestingly and intelligently on subjects never touched in college. It's terrible for a new teacher, proud of her knowledge to be asked a question which she cannot answer or even look intelligent about.

"I would also suggest more practical courses in teaching methods giving real methods not theories. I think that only a high school teacher, teaching high school while teaching this course, could give such methods satisfactorily.

"Another thing the high school teacher needs absolutely is training in social leadership. When one has charge of two departmental clubs, a girl's club, a school paper, all dramatics, and a Sophomore class, one needs something!!!!

"I hope this is of some assistance to you."

Was a Teacher of English, Physical Education, History, and French

"As the majority of teachers are placed in small school systems, specialized training is not, in my opinion, the best equipment to meet the situation found there! Although I realize a teacher should be full of her or his subject, I feel a better knowledge of more subject is necessary. Of course I am not considering large city school systems where a beginning teacher is not expected to teach any subject other than the one in which he or she is well versed. In that case the highly specialized training is of great benefit.

"In my own case, and I feel I belonged to the larger group of teachers, I was called upon to teach not only my major subject, English, but history, physical education, and library science. In the first two subjects I seemed to have ample knowledge, but in the last two I know I was not well enough prepared. I do not feel this was altogether my fault for it is impossible in four years to meet the requirements demanded by the University for a major subject and at the same time spend enough time in other related subjects to be able to teach them all well.

"However, Butler handles this situation as well and better than most universities. With the training I received I felt reasonably secure and was able to make a success of my work."

Was a Teacher of English and French

"What I have to say comes . . . from . . . what I think about the education of teachers in general in all schools.

"I feel definitely that there is entirely too much emphasis on professional courses in education and too little in broad cultural backgrounds and specific subjects. Beginning teachers, it seems to me, are all too often thoroughly trained in how to teach, but quite inadequately prepared in the fields they intend to teach. I found courses in education to be repetitious; the notebook which I made for student teaching covered most of the courses which I had taken. I felt that I could have gotten most of it in this one course and had all of those other hours for courses in other fields. I do feel that a thorough course in psychology — not necessarily educational psychology — is imperative for teachers (as well as a great many other professions!) And some sort of supervised teaching which might incorporate some of the fundamentals of teaching and discriminate between the best and the less desirable methods with supervision under and a chance to observe a really good teacher — this is a second essential, I think. For most of the other courses it seems to me a better substitute is the prospective teacher's own earnest purpose, his exercise of resourcefulness, and his growing experience as it comes. Of course I realize that there are minimum state requirements, but I am talking about making a really good teacher — not just fulfilling a state law.

"As you may notice I have had very little experience in teaching — so you may discount all this that you like! However, I have had some very excellent teachers, and I think I recognize and can analyze a good one, when

I see one. Also I have now had about eighteen months experience cataloging the educational books in a large research library and this contact with the field of education has clarified my feelings on the subject of teacher training and convinced me that more than ever it should be concentrated in fewer, more discriminating and less repetitious courses with more time for subject preparation. This same experience has made me feel, too, that one other thing might well be added: a brief course in the professional literature of the field, so that the student may take with him a knowledge of what sources of information he can go to when problems really confront him. I believe this would be more valuable to him than discussing the problems with a meager background of experience to solve them. I mean a course which would point out where the bibliographies, the dictionaries and encyclopedias, the histories, the inspirational biographies could be found in the fields of education and psychology; one which would show where books in the field are reviewed and most carefully evaluated, what the professional periodicals are and which ones are best, what tests and measurements are available, and where one may find lists of free and inexpensive teaching materials. Perhaps you cover this in your curriculum now, but if you don't have such a course, don't you feel that it might well have a place in the schedule?"

Prepared to Teach French, Zoology, and Botany

"I found that my college training was too specialized for small schools, and the lack of experience in teaching kept me from being hired in large schools. In undergraduate school I was elected to Kappa Delta Pi, in post graduate work I was elected to Phi Kappa Phi, but so far I have not found a teaching position that I could fit into. I have a license in Biology, Botany and French. I would appreciate it very much if you could sight me to a prospective position since I would like to become a teacher somewhere.

"The college guidance members are not familiar enough with the existing school systems, if they were I would have a teaching position before now, on many occasions school superintendents have told me I had had a bum steer through college, and have asked me why I had such a combination of subjects. During last March, April, and May I traveled over 2,000 miles in Indiana trying to find a school position. Do you have any suggestions?"